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ABSTRACT

A Maryland career education and opportunities program intended to make the public aware of the special career education needs of the severely retarded, reduce stereotyping in career choices on the basis of mental abilities, and demonstrate effective methods and techniques in career education. The five project objectives involved (1) conducting one-day regional community conferences at Hagerstown, Waldorf, Salisbury, Baltimore, and College Park; (2) public appearances (audio-slide presentations); (3) public endorsements through the media; (4) production and distribution of conference proceedings; and (5) development of a monograph providing a conceptual guide entitled Strategies for Increasing Career Education and Career Opportunties of Severely Retarded Persons. Invited conference participants were influential community members or decision makers in regard to career development of severely retarded persons. Conference evaluation by the participants consisted of post-conference and pre-post reactive questionnaires. (Analysis of results is provided.) The five chapters of the monograph were produced by authorities in the field of services to handicapped persons, including Douglas Biklen, Gunnar Dybwad, Donn E. Brolin, Stanley G. Sellars, Denis Stoddard, and William M. Usdane. (A summary of the project monograph and the entire conference proceedings, including principle speakers' addresses, are provided.) (YLB)

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INCREASING CAREER EDUCATION AND CAREER OPPORTUNITIES FOR THE SEVERELY RETARDED PERSON THROUGH USE OF ADULT EDUCATION PROGRAMS WITHIN COMMUNITY SETTINGS

FINAL REPORT

"AN ACCOUNTING OF COMMITMENT"

SUBMITTED BY:

The Center of Rehabilitation
and Manpower Services

DATE:
October 15, 1979

Center of Rehabilitation and Manpower Services, Department of
Industrial Education, University of Maryland, College Park

CE 024 374

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CAREER EDUCATION PROGRAM PROJECT PERFORMANCE FINAL REPORT

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The material in this report was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represnt policies or positions of the Office of Education.

FORWARD

For fifteen months it was the great good fortune of the University of Maryland, through its' Center of Rehabilitation and Manpower Services, to direct the attention of educators, rehabilitation workers, advocates, consumers, business and labor leaders to the emerging frontier of career development through career education of people who are severely mentally retarded.

Through its conferences, public staff appearances, monograph and conference proceedings, this project increased both public and professional awareness of the career needs and career potential of a group of Americans who have been too long neglected.

We wish to thank Ken Hoyt, who at one time was a member of the University faculty, Terry Newell our initial project officer (now with the Horace Mann Learning Center) and Margot Lyddane of the Office of Career Education for their support, direct assistance and understanding.

Likewise, we express our appreciation to the agencies, groups and individuals who contributed to the success of this project. Our special thanks go to the disabled workers of the Baltimore Association for Retarded Citizens, Chimes Inc., and Central Fairfax Services for participating so actively in the Project.

This report is our accounting to you for our stewardship of the financial and human resources allocated to us for this project. The report is constructed so that the reader need not refer to other project documents. Rather, it will stand by itself as a comprehensive report.

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INCREASING CAREER EDUCATION AND CAREER OPPORTUNITIES FOR THE SEVERELY RETARDED PERSON THROUGH USE OF ADULT EDUCATION PROGRAMS WITHIN COMMUNITY SETTINGS

A Proposal from the Center of Rehabilitation and Manpower Services
To the Office of Career Education, Office of Education,
Department of Health, Education, and Welfare

ABSTRACT OF PROJECT

The goal of this project was to increase career education and career opportunities for severely retarded persons within the State of Maryland through demonstrating effective methods and techniques in their career education in order to reduce stereotyping in career choices on the basis of mental abilities where such abilities are not related to career requirements.

This career education and career opportunities program was designed to make the public aware of the special career education needs of severely retarded persons. The program was designed to accomplish five objectives.

OBJECTIVE I: Five regional community conferences were held within the State of Maryland. These conferences were designed to educate a select community population in increasing career education opportunities for severely retarded persons. The methods and procedures used during the conferences included: presentation of speakers who are knowledgeable in the career education needs of severely retarded persons; films which portray methods of instructing severely retard persons; workshops that are designed to identify and increase the "shared reality" of the career education needs of severely retarded persons, and audio-slide presentations which portray areas of skill development of severely retarded persons.

OBJECTIVE II: Specific project personnel and associates made public appearances on radio and television and at civic and professional meetings. These appearances designed to educate the public and professional groups in regard to career education needs and opportunities of severely retarded persons. The public appearances included, where appropriate, discussions, audio-slide presentations, films, and distribution of literature relevant to career education.

OBJECTIVE III: The project administrators and associates made efforts to increase and ensure equal employment opportunities for severely retarded persons through obtaining public statements from elected officials, business persons, and labor representatives in support of career education and opportunities for severely retarded persons. The methods and activities of this OBJECTIVE included formal and informal requests for public endorsements from elected officials and selected community leaders.

OBJECTIVE IV: The proceedings of the five (5) one-day conferences (OBJECTIVE I) were complied as a single volume and distributed to 50 selected community organizations and individuals who are decision makers or influential in regard to the career education needs of severely retarded persons. The activities of this OBJECTIVE included: a) identifying conference content that will provide significant information; b) collecting, compiling, and producing the information in a volume, and c) distribution of the information to selected community members and to others who request the proceedings.

OBJECTIVE V: A monograph entitled "Strategies for Increasing Career Education and Career Opportunities of Severely Retarded Persons" was produced in order to provide a conceptual guide to professional persons who are influential in the career education and career opportunities of severely retarded persons. The activities of this OBJECTIVE included: a)identifying appropriate concepts; b) collecting, compiling, editing and producing the selected concepts, and c) distributing 1,000 copies of the monograph to selected community members and by request to other persons.

The primary effect of carrying out the five OBJECTIVES that are listed above were an increased awareness among professional people of the career education and career development needs of severely retarded persons. This increased knowledge among persons who provided habilitation services to severely retarded persons resulted in increased awareness of careers and career opportunities among severely retarded persons. It is this direct effect on the career education needs of severely retarded persons which made it possible for this project to become an exemplary demonstration.

THE FINAL REPORT AND THE PROJECT EVALUATOR

The final summary which follows was prepared by Claude W. Whitehead who served as the third-party evaluator for the project. Mr. Whitehead was selected by the Center for this duty because of his experiences as:

- Director of A Rehabilitation Facility
- Field Director of the International Association of Rehabilitation Facilities
- Assistant Director of National Industries for the Severely Handicapped (Javits-Wagner-O'Day)
- Author of the Department of Labor's Comprehensive Study of Sheltered Employment

Mr. Whitehead is now a permanent consultant in the Office of the Secretary of Health, Education and Welfare and directs the TESPA Project (Training and Employment Services Policy Analysis).

The project profited by detailed analyses from Mr. Whitehead of the various products of the project. His insight was critical to making the conferences the success they were. The project is deeply indebted to Claude Whitehead for his invaluable services.

We regret that no participant summary sheet is provided in the evaluation of the project. Due to the large number of people who attended the conferences, many of them not pre-enrolled, we were unable to collect the data requested for this summary. However, we can report that participation in the conferences was highly representative of the populations in each of the conference areas and that a significant number of participants were themselves handicapped.

INCREASING CAREER EDUCATION AND CAREER OPPORTUNITIES FOR SEVERELY RETARDED PERSONS THROUGH THE USE OF ADULT EDUCATION PROGRAMS WITHIN COMMUNITY SETTINGS

Final Evaluation Report
By Claude W. Whitehead

This report will present a process and product evaluation of the project. The evaluator performed both formative and summative evaluation through advising staff in developing conference activities and assessing the outcome of activities. Wherever possible or practical, Likert type scales were used and application was made pre-treatment or pre-conference and post-treatment or post-conference in order to obtain maximum objectivity in the evaluation.

SUMMARY EVALUATION

The project is given an overall rating of "Exceptional". A majority of the objectives of the project were met in a satisfactory manner, activities were completed within projected time frames, and the regional conference participants consistently rated the conference "very good". The level of understanding of participants showed significant gains as a result of the conference training.

EVALUATION OF THE PROJECT ACTIVITIES

Six project activities were involved in the program:

I. Regional Community Conferences
II. Audio-Slide Presentations
III. Public Education Through Media
IV. Public Endorsements
V. Conference Proceedings
VI. Monograph

An interim status report was submitted April 13, 1978. This final report will represent a supplement to that report.

I. Regional Community Conferences

Five regional conferences were conducted: (1) Hagerstown, January 27; (2) Waldorf, February 17; (3) Salisbury, March 17; (4) Baltimore, April 14; (5) College Park, May 12. Conference participants rated the content and presentations. A sample of participants completed pre-conference and post-conference inventories of their level of knowledge and understanding of eight elements of career education for severely retarded persons. The evaluation of the last two conferences (Baltimore and College Park) was as follows:

Baltimore Conference -
*Net average increase in level of understanding of career education = 37%
*Average rating of presentation = Very Good
*Average rating of content = 92%

College Park Conference -
*Net average in level of understanding of career education = 21%
*Average rating of presentation = Very Good
*Average rating of content = 90%
(Summaries of evaluation of both conferences are attached.)

The evaluation of the regional conferences by participants in total was as follows:

*Net increase in level of understanding of career education ranged from 14% to 37%
*Average rating of presentation = Very Good
*Average rating of content = 87%

II. Audio-Slide Presentation

A slide and tape program was produced by the staff but delays in production caused by deletion from the original budget resulted in limited utilization:

Evaluation: Very good in content, sequences and quality

III. Public Education Through Media

A series of news releases were developed and disseminated to the newspapers, radio and television media, announcing the project and the regional conferences to be conducted. Television coverage was provided for the Salisbury, Baltimore, and College Park conferences. Project staff made several appearances on radio programs to discuss the project and the conferences. Other public appearances at meetings of organizations interested in handicapped persons were made by the project director.

Evaluation:

*News releases were rated by the evaluator = Good
*Media coverage of conferences (rating by evaluator) = Exceptional
*Radio programs appearances (rating by independent reviewers) = experienced "significant" change in level of understanding; presentations were rated on the average as "interesting"

IV. Public Endorsements

Letters of endorsement from leading public representatives were obtained for use in promoting career education.

Evaluation:

Quality and quantity endorsement = Good
Use of letters of endorsement = Poor

V. Conference Proceedings

Proceedings of the conferences have been edited for distribution to organizations involved or potentially involved in services to severely retarded persons. Due to delays in printing and distribution an evaluation of responses of organizations receiving copies of the conference proceedings could not be made within the project period.

*Evaluation of content, organization and focus on project objectives (by evaluator) = Good

VI. Monograph

A group of outstanding authorities in the field of services to handicapped persons were selected to produce chapters of the monograph. Editing has been done by project staff. At the conclusion of the project period the monograph chapter preparation had not been completed because of delays on the part of some writers. As a consequence, the final publication was completed within the basic project period.

Evaluation:

*Organization of monograph = Excellent
*Selection of knowledgeable contributors = Very Good
*Content of monograph = Excellent
*Relevance to current issues relating to career education for mentally retarded persons = Exceptional

PHILOSOPHY AND PURPOSE

This project was supported by the U.S. Office of Education because the time was right for someone to take the findings of researchers, the techniques of learning theorists, and the desires of severely handicapped people into the community.

Five years ago this project would not have received the support necessary to make it successful. Ten years ago, few people who had even entertained the basic concepts upon which the project was built. To share our perception of recent history, the following review of philosophy and history is presented to the reader.

Purpose

Career Education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living. For the severely mentally retarded person, those with a defined I.Q. of 15 to 35, this definition includes a total personal development, i.e., self-care - social, recreational, academic, and vocational skills. The limitations of the severely mentally retarded restrict their career development. Therefore, advocates of the severely mentally retarded need to learn about career education and develop methods for providing this service. Thus the purpose for this project: to assist parents, human service workers, educators, the clergy and the business community, develop and begin to implement career education for serverely mentally retarded people.

In the May 1977 issue of the "Personnel Journal", it was stated that, of the approximately six million mentally retarded people in the United States, 95% are capable of competitive employment given proper educational and training opportunities. History reveals that there are a minimal number of jobs available for the mentally retarded person. Only a small percentage of that part of our populations is currently employed. Most of the severely mentally retarded when employed work in very simple jobs such as cleaning, pruning, raking, stapling and carrying. The task of providing career education to the severely mentally retarded is not the responsibility of any one group or segment of our society. Training and information must be provided and disseminated first to parents, and then human service workers. Employeers need experiences that can affect their attitudes and beliefs about the severely retarded. A comprehensive, public relations program is needed to increase the general public awareness of the severely mentally retarded.

A host of trained advocates are needed. These people must be trained in career education and career opportunities as those ideas apply to the severely mentally retarded. The way to begin this public awareness program is with the advocate. The responsibility of Career Education for the severely mentally retarded must be borne by the advocate.

Federal legislation (PL 94-142) mandates that society provide public education for all disabled students. Prior to PL 94-142 there was no provision for a comprehensive education program for retarded individuals in our county. Most severely retarded people were institutionalized with no regard for their development or education. Research and technology are available to improve the quality of life for severely retarded people. The work of Wolfensberger, Dr. Marc Gold, Dr. Thomas Bellamy and others are demonstrating with positive result in the lives of severely mentally retarded people that they can and do learn, can and do have the same fundamental needs, wishes, and desires as anyone else. The problem that the severely mentally retarded has is really not his problem, rather it is our problem. The burden is upon society to find, give and expend the necessary energy to provide career education for the severely mentally retarded. The old adage of when the teacher hasn't taught the student hasn't learned is quite applicable here. The basic gap in providing career education for the severely mentally retarded is between the technology and advocate. An informal aware and enlightened advocacy is the first step necessary to implement comprehensive career education for severely mentally retarded. The purpose of this project was to provide public education and alter public opinion about severely mentally retarded people.

SUMMARY OF PUBLIC APPEARANCES

March 15, 1978	Metropolitan Area Council of Association for Retarded Citizens - Discussion on grant objectives, overview and talk on career education goals & objectives. Airing: 7:45 - 9:30
March 17, 1978	Television (WBOC) News Special, Salisbury, MD. Five minute T.V. time devoted to Salisbury Conference, objectives of conference and talk on career education and task analysis.
March 27, 1978	WJJS (92.7 FM) Taped radio interview to be aired 4/2, 4/7, 4/10, 4/13.
March 30, 1978	DDC message.
April 13, 1978	WBAL (1090 AM) Alan Christian Show, Baltimore, MD. Question & Answer Talk Show. Airing: 10 - 11 a.m.
April 18, 1978	News American Article "Retarded Adults & Job Gains".
May 7, 1978	WMAL - Perspectives - Radio interview: Chip Beziat, Mery Manning, Charlene Watts. Aired May 7, 1978, 5:00 - 6:00 a.m., 7:00 - 8:00 a.m. & 11:15 p.m. - 12:15 a.m.
May 10, 1978	WRC Radio - "Live Lines" - Interview at 5:45 p.m.
Week of May 8-12, 1978	P.S.A.'s Radio Time WKYS - FM WTOP - AM WGAY - AM & FM WETA - FM WPGC - AM WTOP - TV - Community Bulletin Board with Pablo Sanchez
May 9, 1978	WKYS - FM - Community Affairs - Topic of the Day with Jean Louise Laundry

A DETAILED ACCOUNTING OF PROJECT PERFORMANCES

In this section performances under each of the five objectives are summarized. A detailed accounting of the community conferences is provided so that the reader might judge their effectiveness for possible replication. The report on the conferences relies heavily on the statistical procedures developed by Mr. Whitehead. The actual content of the conferences is presented in the conference procedings which are included in Appendix One.

Detailed Report for Objectives

The project had five objectives. A review of each objective follows.

OBJECTIVE #1. CRMS would conduct five one-day community conferences within the State of Maryland. The five conferences were held as follows:

1. - 27-78 = Western Md. @ Hagerstown
2. - 17-78 = Southern Md. @ Waldorf
3. - 17-78 = Eastern Shore Md. @ Salisbury
4. - 14-79 - Northern Md. @ Baltimore
5. - 12-78 = Central Md. @ College Park

The total attendance at all of the conferences was projected to 320 people representing: consumers, business, labor, industry, professional and the general public. The actual aggregate number of people attending was 481. See attachment A for detailed List of Participants.

OBJECTIVE #2. CRMS would provide public education via 12 public appearances on radio, television, civic and professional meetings throughout Maryland. A series of ten news releases were developed and disseminated to the press, radio and TV announcing the regional conferences. All areas of the states were covered by local press - radio and TV. Audio tapes were prepared and used on local radio stations. A summary of public appearances follows.

OBJECTIVE #3. CRMS was to obtain five public endorsements. Endorsements were obtained from:

U.S. Senator: Charles McC. Mathias, Jr.
Baltimore Co. Executive: Theodore C. Venetoulis
Specialist in Career Ed.: E. Niel Carey
Acting Governor at Md.: Blair Lee III
Human Resources Coordinator for the Mayor of Baltimore: Mr. Quentin R. Lawson
President Maryland AFL-CIO: Dominic N. Fornaro
Asst. State Superintendent in Voc. Rehab.: John Coburn
Sec. Md. Dept. Health & Mental Hygiene: Dr. Niel Solomon

OBJECTIVE #4. The CRMS was to compile, abstract, produce and distribute within the State of Maryland 50 copies of the Conference Proceedings of the five, one-day conferences. The 50 recepients of the Conference Proceedings were to be selected with reguard to their influence on career education and career opportunities for severely mentally retarded. The Conference Proceedings were completed and were distributed with the monograph which is discussed in Objective #5.

OBJECTIVE #5. CRMS was to produce and disseminate 1,000 copies of a monograph entitled "Strategies for Increasing Career Education and Career Opportunities of Severely Retarded Persons", to professional, business, guardians, labor, industry and the public. The monograph provided an informational resource and guide for influential community members who care and provide assistance in regard to career education for severely mentally retarded people. The monograph was edited by Dr. Stanley Sellars with chapters written by Dr. Douglas Biklen, Dr. Gunnar Dybwad, Dr. Don Brolin, Dr. Denis Stoddard and Dr. William Usdane. The Library of Congress Catalog # is 79-50777. Additional copies of the monograph can be purchased directly from the CRMS, Department of Industrial Education, College of Education, University of Maryland, College Park, Maryland 20742. The price is $4.95.

LEARNER-OUTCOME OBJECTIVES

In the opinion of many professional persons, most severely retarded persons do not understand career education concepts that are presented in word or number symbols. Since the advocates and surrogates of severely retarded persons must learn career education concepts for them, the learner-outcome objectives of this project are derived from the learning needs of the surrogates and advocates. These learner-outcome objectives follow below and are associated with each of the five product objectives:

1. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the career education needs of severely retarded persons, through a measured increase in their fund of information in regard to the career education needs.

2. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the philosophy of career education of severely retarded persons, through a measured increase in their fund of information in regard to career education philosophy as it pertains to severely retarded persons.

3. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of career education methods and procedures as they pertain to severely retarded persons, through a measured increase in their fund of information in regard to the methods and procedures.

4. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the career education activities that pertain to severely retarded persons, through a measured increase in their fund of information in regard to the career education activities.

5. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of career education evaluation results that pertain to severely retarded persons, through a measured increase in their fund of information in regard to the evaluation results.

6. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the career education of advocates and surrogates of severely retarded persons, through a measured increase in their fund of information in regard to the career education of advocates and surrogates.

7. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the habilitation skills necessary for the career education of severely retarded persons, through a measured increase in their fund of information in regard to the habilitation skills.

8. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the job placement and maintenance aspects of the career education of severely retarded persons, through a measured increase in their fund of information in regard to these career needs.

During the five one-day conferences, the following methods and procedures were used to explore the career education topics:

a. Presentation of speakers who are knowledgeable in the career education needs of severely retarded persons;
b. Films which portray methods of instructing severely retarded persons;
c. Workshops that are designed to identify and increase the "shared reality" of the career education needs of severely retarded persons; and,
d. Audi-slide presentations which portray areas of skill development of severely retarded persons.

The community conferences were held in five regions of Maryland. Each conference site and date is listed below:

Five One-Day Regional Conferences - Program Times: 9:00 a.m. to 4:00 p.m.

Western Maryland - Sheraton Motor Inn, Hagerstown, MD - January 27, 1978
Southern Maryland - Martha Washington Restaurant, Waldorf, MD - February 17, 1978
Eastern Shore Maryland - Holiday Inn, Salisbury, MD - March 17, 1978
Central Maryland - Baltimore Hilton Inn, Pikesville, MD - April 14, 1978
Capital District - Center of Adult Education, University of Maryland, College Park, MD - May 12, 1978

Since the conferences were designed to increase career education opportunities of severely retarded persons through public education, invited participants were those who are considered influential and who are or might become decision makers in regard to the career development of severely retarded persons. The following list is representative of projected participants:

Consumers
Clergy
Labor Union Representatives
Business Representatives
Educators/Counselors
Public Media Representatives
Manpower Representatives
Consumer Advocates
Human Services Personnel

Detailed Conference Evaluation

The locations and dates of the five conferences were:

1. Western Maryland - Hagerstown, MD. - January 27, 1978
2. Southern Maryland - Waldorf, MD. - February 17, 1978
3. Eastern Shore - Salisbury, MD. - March 17, 1978
4. Central Maryland - Baltimore, MD. - April 14, 1978
5. Capital District - College Park, MD. - May 12, 1978

Evaluation of each conference was carried out by representatives of the sequence of rehabilitation and mental retardation services communities with the State of Maryland.

The process for the first two conferences differs from the last three. The conference design was changed to facilitate the participant learning. This change occurred between the second and third programs. Participants recommendations and an evaluation of the sequence of agenda indicated the necessary changes. All parts of the original design were used. The major change was in Dr. Sellars' presentation of his "Career Education Development Model" and matrix. The flow of events was enhanced by including this presentation and group exercise with Dr. Sellars' principal address and not as a separate item at the end of the conference. Dr. Denis Stoddard National Children's Center was an added attraction at two of the conferences. Dr. Stoddard made significant contributions about Dr. Gold's theory and practice as it is applied at the National Children's Center. The demonstration of Dr. Gold's technique and the small group role play exercises received the highest rating for facilitating learning and understanding from the participants.

Each conference was individually evaluated by participants. The conference evaluation consisted of two instruments. The first instrument was a post-conference questionnaire that reflected how participants felt the conference topics facilitated their learning. The range of the post-conference topics facilitated their learning. The range of the post-conference evaluation was 80 to 86 out of a possible 100 points. The mean average of all five conferences was 83.2.

The second instrument was a pre-post reactive questionnaire. This measured the increase of the participant's knowledge and understanding of career education needs of severely mentally retarded people. Eight different topics were measured. An analysis and a graph of each topic follows:

Hagerstown Conference (1/27/78)

ATTACHMENT A

PLEASE HELP US IMPROVE OUR PROGRAM BY INDICATING THE DEGREE TO WHICH EACH PRESENTATION FACILITATED YOUR LEARNING.

Agenda Item	Facilitated My Learning				
	Least		Average		Most
A.M.	1	2	3	4	5
Dr. Sellars: Overview of the 5 Components of Career Education and small group discussions	0	0	15	14	7
Chip Beziat: Application of Career Education to the Severely Mentally Retarded Population	3	2	9	14	8
Small group discussions: "Attitudes and feelings mentally retarded people have in respect to their careers, education and work goals"	0	5	9	11	10
Deborah Gibson: Philosophy of "TRY ANOTHER WAY" and movie	0	0	4	13	20
P.M.					
Deborah Gibson & Jill Mirman: Demonstration of teaching techniques utilizing bicycle brake	0	1	2	13	21
Small group experiences in developing skills in using teaching techniques and task analysis of pen	0	0	3	13	21
Dr. Sellars: Review of Career Education Development Model and Matrix	0	1	11	14	7

ease also indicate the type of organization you represent.

SEE ATTACHMENT

Thank you,

ATTACHMENT

Evaluation Feedbacks

1. How has this conference affected your awareness regarding severely mentally retarded people and their capabilities?

   Answers:

   1. Wide variety of outlooks, systems, attitudes.**
   2. Greater awareness of complex tasks that can be performed by SMR.**
   3. Need a more realistic assessment of actual opportunities.
   4. Increased awareness of training model.
   5. More familiar with the possibilities for growth & development.

2. As a result of this conference, what do you believe you can do to increase career education and career opportunities for severely mentally retarded persons?

   Answers:

   1. Share todays training experience with co-workers.**
   2. Better communication with TMR, EMR & other special needs clientele.**
   3. Apply Matrix @ work situation.
   4. More stress and Developmental Model.
   5. Recommend others in Voc. Rehab. to attend programs of this nature.

3. How could this conference have been more meaningful to you?

   Answers:

   1. More direct link to competitive employment (How? Where?).
   2. Need a better definition - SMR - Attending MR - weren't SMR.
   3. Not much info. on C.O.'s - misleading title.
   4. More information about actual accomplishments.
   5. Hold a particular center where there were clients.
   6. More thorough examination of developmental model.
   7. Less philosophical - more pragmatic.
   8. More than 1 day.**
   9. Where to seek jobs for MR.
   10. How to reshape negative attitudes.
   11. More emphasis on task analysis.
   12. More time for discussion from participants.
   13. Transition to comm. placement, instead of spectacular.
   14. Clinical achievement.
   15. More films.
   16. Too much time wasted - lunch at noon.
   17. Present more info on alternatives in addition to electric circuits & brakes.
   18. Emphasis on daily living skills for residential care participants.
   19. Wished I could have closed my activity center & brought entire staff to this workshop

20. Need about 10 min to study teaching instructions for pen assembly, so that one could concentrate on teaching itself, not figuring out how to teach plus practice time.
21 Concepts good, need more clarity of lecture material.
22. Beziat - Good balance of content & "Sock-it-to-um".
23. Diverged from the practical hands-on assembly task to the other developmental areas of weakness as it applies to mental illness, etc.
24. More time should be spent on "Try Another Way" method.

**Indicates multiple comments.

Organizations Represented

Eastern Panhandle Training Center
Victor Cullen Center (2)
UAW
Friends Aware, Inc. (2)
Scott Key Center (3)
Wash. Co. Child Devel. Ctr.
Pikeside Special Ed. Ctr.
Voc. Rehab. (4)
Wash, Co. ARC (6)
Dept. Army
Allegany Co. League for Crippled Child.
N. A. Philips Control Corp.
Md. State Dept. of Ed. (2)
Sheltered Wkshp., Bedford
Fred. Co. ARC (3)
Easter Seal Society (2)
Natl. Alliance of Businessmen
Wash. Co. Bd. of Ed. (6)
Goodwill (1)
Appalachian Adult Activities Ctr.
Wash. Co. Child Devel. Ctr.
Wash. Co. Day Care Ctr. (2)
Cumberland Health Dept.
Governor's Committee
Parent Advocate
Md. MRA
Frederick Co. ARC (2)
CFS

Waldorf Conference (2/17/78) ATTACHMENT A

PLEASE HELP US IMPROVE OUR PROGRAM BY INDICATING THE DEGREE TO WHICH EACH PRESENTATION FACILITATED YOUR LEARNING.

	Agenda Item	Facilitated My Learning				
	A.M.	Most 5	4	Average 3	2	Least 1
83% (3.77)	1. Dr. Sellars: Overview of the 5 Components of Career Education and small group discussions	18	9	12	0	0
83% (4.15)	2. Chip Beziat: Insights into Career Education For Severely Mentally Retarded Persons	14	16	8	0	0
90% (4.50)	3. Deborah Gibson: Philosophy of "TRY ANOTHER WAY" and Movie	21	12	3	0	0
89% (4.03)	4. Small group discussion: "Attitudes and Feelings Mentally Retarded Persons Have in Respect to their Careers, Education and Work Goals"	9	14	8	0	0
	P.M.					
91% (4.57)	5. Deborah Gibson & Jill Mirman: Demonstration of teaching techniques utilizing bicycle brake	26	9	2	1	0
92% (4.61)	6. Small group experiences in developing skills utilizing teaching techniques and task analysis of pen	24	10	2	0	0
82%	7. Dr. Sellars: Review of Career Education Development Model	15	14	6	2	0

OVERALL 86%

Please also indicate the type of organization you represent.
SEE ATTACHMENT

Thank you,

Waldorf Conference (2/17/78)

ATTACHMENT

1. How has this conference affected your awareness regarding severely mentally retarded people and their capabilities?

   Answers:

   1. Reaffirmed beliefs in the detrimental effects of labeling and setting limits.
   2. Greater awareness of the speed at which SR persons can learn and the complexity of the tasks they can do.
   3. SR adults can live fuller, more active lives if given a proper structure. Task analysis may provide this structure.
   4. Clients can be more independent.
   5. The Try It Another Way approach has given me back my enthusiasm.
   6. Increase sensitivity and regenerated hope.
   7. Attitudinal change in their capabilities. Development of the whole person.
   8. It has enlightened me on the simplicity and effectiveness attributable to this particular technique.
   9. Gave a new avenue for research.
   10. We now need to go back and re-evaluate our program.
   11. A new outlook for training.

2. As a result of this conference, what do you believe you can do to increase career education and career opportunities for severely mentally retarded persons?

   Answers:

   1. Share today's training experience with co-workers.
   2. Have my staff trained in task analysis techniques with special emphasis placed on getting appropriate work opportunities with some inherent dignity.
   3. Be more creative and investigate community resources.
   4. Provide more family activities that can involve the SMR member.
   5. Increase individual educational programs.
   6. Be an advocate.
   7. Spread the Word.
   8. Learn and improve Gold's techniques to meet my organizations needs in improving services to the trainees education and career opportunities.**
   9. "Training" is not enough - Would like to work on the community and instruction attitudes.
   10. Make community and families of retarded persons aware of the programs available in the State of Maryland.

3. How could this conference have been more meaningful to you?

   1. More time for indepth discussion.
   2. More participation by retarded persons.**
   3. More specifics on career alternatives and sources of information.

** Denotes multiply comments

4. More enphasis should have been placed on the very important function of record-keeping in Project Skills approach. Also Debbie should have taught someone who was severely retarded.
5. An answer to where the client goes after training. (Job Placement)
6. Touch more on socialization in family and community life.
7. More indepth study into tasks analysis.
8. More training on specific tasks.
9. Better quality lunch (no "rubber chicken"). No smoking during lunch.
10. A warmer room.
11. If there was more time, I would like to have been the trainee.
12. Discussion on what can be done about jobs for the MR person.**
13. Provide a list of ways in which employer can open their employment for jobs for MR person.
14. Conference should have been longer.
15. Should not have run overtime.
16. Not handing out this evaluation during Dr. Sellars' second talk.
17. More ways for the retarded to work in the community.
18. More time for practical methods and doing example.
19. More time spent on actually teaching the methods to individual.
20. How to translate training into the job market.
21. See more models.
22. Task evaluation and training procedures are very meaningful and almost involve a major part of the time.

Please indicate the type of organization represented.

Charles Co. ARC (4)
Green Holly School (St. Mary's County)
Calvert County Nursing Center (5)
Adult Activity Center (3)
Spring Dell Center (4)
Parent
Public School System (2)
BARC
Adult Rehab. Center for M.R. (2)
Calvert ARC (2)
P.G. County ARC (2)
DVR (3)
Community Mental Health Center
St. Mary's Co. Developmental Center for Mentally Inc.
Melwood Farm Training Center

Misc. comment:

Initial intro was much improved
Food was horrible/Conference was good
A very dynamic & informative presentation

Summary of Conference Evaluation

Participation

Adequate time was allowed for presentation, discussion, and audience participation	YES - 78%	NO - 22%

Revelance

Content of individual presenatation was consistent with conference theme	YES - 94%	NO - 6%
Topics were relevant to my role/job	YES - 91%	NO - 9%

SUGGESTIONS:

1. Get started on time-keep to schedule
2. More of the afternoon activities - More of the Gold method film - Either make it more clear as to what our goals are in the small group exercise or eliminate it. Re: Dr. Sellars and Chip Beziat - Fewer words and more specifics particulary in job placement area.
3. Provide more information on where industry can obtain assistance in task analysis.
4. Extra time needed for question and answer period. Things also seemed rushed.*
5. Morning sessions more relevant to employers than afternoon sessions.
6. Not geared sufficiently to profoundly retarded with extreme behavior problems.
7. Lunch time didn't take care of attitudes and feelings.

COMMENTS:

1. Wish more conferences would be scheduled within this area for just such training.
2. Felt the workshop to be very worthwhile. Moderator and speakers were all very well versed and prepared ... and interesting. Especially enjoyed the task analysis of the pen .. the "doing" aspect. Helped increase my sensitivity and will perhaps help lessen frustration level in future.
3. Thoroughly enjoyed the day. My work setting seems to be missing the board to an extent. I feel so much more progress could be made if more task analysis was done.
4. Very beneficial and most interesting.
5. Very well done conference/One of the very best of this type I have attended.
6. Very interesting the entire seminar.

* Indicates multiple comments

CWW 3/28/78

Summary of Conference Evaluation (Continued)

Comments (Continued)

7. Program was very informative and educational as well as practical for the period of time allowed.
8. This should be effective with more employment motivations to make employers understand.
9. This conference was very stimulating and worth all efforts to arise at 5 a.m. in order to be a participant in this learning experience. My enthusiasm has been renewed.
10. Made me want to learn more and to try out what I learned today.
11. Topics were relevant to a degree in both my role and my job working with handicapped people (mental and physical handicaps).
12. The answer to the last question was both yes and no. This training class not relevant to me in my profession because I am not in that field. It does pertain to me in that I do volunteer work at Holly Center.
13. Excellent presentation by Chip Beziat and Dr. Stoddard - Dr. Stoddard was a fantastic speaker and a real credit to his profession.

ANALYSIS OF

CHANGE IN KNOWLEDGE/UNDERSTANDING

Percent Rating Item "Adequate" or Higher:

Item				
1.	Career Education Needs of Severely Retarded Persons	Pre-Conference	56%	
		Post-Conference	82%	
		Pct. Point Increase	26	or 46%
2.	Philosophy of Career Education	Pre-Conference	59%	
		Post-Conference	82%	
		Pct. Point Increase	23	or 39%
3.	Methods and Procedures	Pre-Conference	45%	
		Post-Conference	66%	
		Pct. Point Increase	21	or 47%
4.	Career Education Activities	Pre-Conference	41%	
		Post-Conference	73%	
		Pct. Point Increase	32	or 78%
5.	Research Results	Pre-Conference	23%	
		Post-Conference	41%	
		Pct. Point Increase	18	or 78%
6.	Needs of Advocates	Pre-Conference	37%	
		Post-Conference	80%	
		Pct. Point Increase	43	or 116%
7.	Habilitation Skills Reguired	[illegible]Conference	44%	
		Post-Co[illegible]erence	72%	
		Pct. Point [illegible]rease	28	or 64%
8.	Job Placement and Maintenance	Pre-Conferen[illegible]e	37%	
		Post-Conference	59%	
		Pct. Point Increase	22	or 59%

CWW 3/28/78

SUMMARY OF

CONFERENCE EVALUATION
SALISBURY, MARYLAND
MARCH 17, 1978

PRESENTATION	Assigned Rating												TOTAL		
	6 Excellent		5 Very Good		4 Good		3 Fair		2 Poor		1 Deficient				
	PCT.	PTS.	PCT.	PTS.	PCT.	PTS.	PCT.	PTS.	PCT.	PTS	PCT.	PTS.	Points	Avg.	PCT
1. Program Overview (Manning)	25	48	38	60	31	40	3	3	3	2	-0-	0	153	4.8	80
2. Career Ed. Developmental Model (Sellars)	25	48	44	70	28	36	3	3	-0-	0	-0-	0	157	4.9	82
3. Insights Into Career Education (Beziat)	47	90	41	65	9	12	3	3	-0-	0	-0-	0	170	5.3	89
4. Philosophy of Try Another Way (Stoddard & Gibson)	56	108	28	45	9	12	3	3	3	2	-0-	0	170	5.3	89
5. Discussion on Attitudes & Feelings (Small Group)	12	24	38	60	19	24	16	15	9	6	6	2	131	4.1	68
6. Demonstration Teaching Techniques (Stoddard & Gibson)	53	102	34	55	13	16	0	0	-0-	0	-0-	0	173	5.4	90
7. Task Analysis of Pen (Stoddard & Gibson)	44	84	44	70	6	8	6	6	-0-	0	-0-	0	168	5.3	86
TOTAL CONFERENCE RATING													1123	5.0	84

Number of participants completing evaluation = 32 (59% of Conference participants)

CONFERENCE SURVEY OF PARTICIPANT's LEVEL OF KNOWLEDGE AND UNDERSTANDING

(Salisbury, March 17, 1978)

ITEMS	LEVEL OF KNOWLEDGE	RATING Pre-Conference Pct.	Pts.	Post-Conference Pct.	Pts.	Change Pct.	Pts.
Career Ed. Needs	(6) Exceptional	11	18	3	6		
	(5) Substantial	19	25	34	50		
	(4) Adequate	26	28	45	52		
	(3) Fair	33	27	14	12		
	(2) Slight	7	4	3	2		
	(1) None	4	1	0	0		
			103		122	+19	18%
Philosophy of C.E.	(6) Exceptional	4	6	0	0		
	(5) Substantial	18	25	48	70		
	(4) Adequate	37	40	34	40		
	(3) Fair	26	21	10	9		
	(2) Slight	11	6	7	4		
	(1) None	4	1	0	0		
			99		123	+24	24%
C.E. Methods and Procedures	(6) Exceptional	4	6	0	0		
	(5) Substantial	15	20	28	40		
	(4) Adequate	26	28	38	44		
	(3) Fair	37	30	31	27		
	(2) Slight	15	8	3	2		
	(1) None	4	1	0	0		
			93		113	+20	21%
C.E. Activities	(6) Exceptional	0	0	0	0		
	(5) Substantial	15	20	28	40		
	(4) Adequate	26	28	45	52		
	(3) Fair	52	42	24	21		
	(2) Slight	7	4	3	2		
	(1) None	0	0	0	0		
			94		100	+ 6	6%
Research	(6) Exceptional	0	0	0	0		
	(5) Substantial	4	5	7	10		
	(4) Adequate	19	20	34	40		
	(3) Fair	44	36	41	36		
	(2) Slight	22	12	14	8		
	(1) None	11	3	3	1		
			76		95	+19	25%

CWW 3/28/78

ITEMS	LEVEL OF KNOWLEDGE	RATING Pre-Conference Pct.	Pts.	Post-Conference Pct.	Pts.	Change Pct.	Pts.
Needs of Advocates	(6) Exceptional	0	0	0	0		
	(5) Substantial	15	20	52	75		
	(4) Adequate	22	24	28	36		
	(3) Fair	52	42	17	15		
	(2) Slight	11	6	3	2		
	(1) None	0	0	0	0		
			92		128	+36	39%
Habilitation Skills Required	(6) Exceptional	0	0	3	6		
	(5) Substantial	26	35	28	40		
	(4) Adequate	18	20	41	48		
	(3) Fair	41	33	17	15		
	(2) Slight	15	8	7	4		
	(1) None	0	0	3	1		
			96		114	18	18%
Job Placement & Maintenance	(6) Exceptional	0	0	3	6		
	(5) Substantial	11	15	28	40		
	(4) Adequate	26	28	28	32		
	(3) Fair	41	33	24	21		
	(2) Slight	18	10	7	4		
	(1) None	4	1	10	3		
			81		106	25	31%

SUMMARY	GROSS	ADJUSTED*
Total Pre-Conference Points	734	734
Total Post-Conference Points	901	838
Increase in Points	167	104
Percent Change	23%	14%

*Adjust for difference in sample size (N - Pre-Conference = 27 N - Post-Conference = 29 -- difference of 7%)

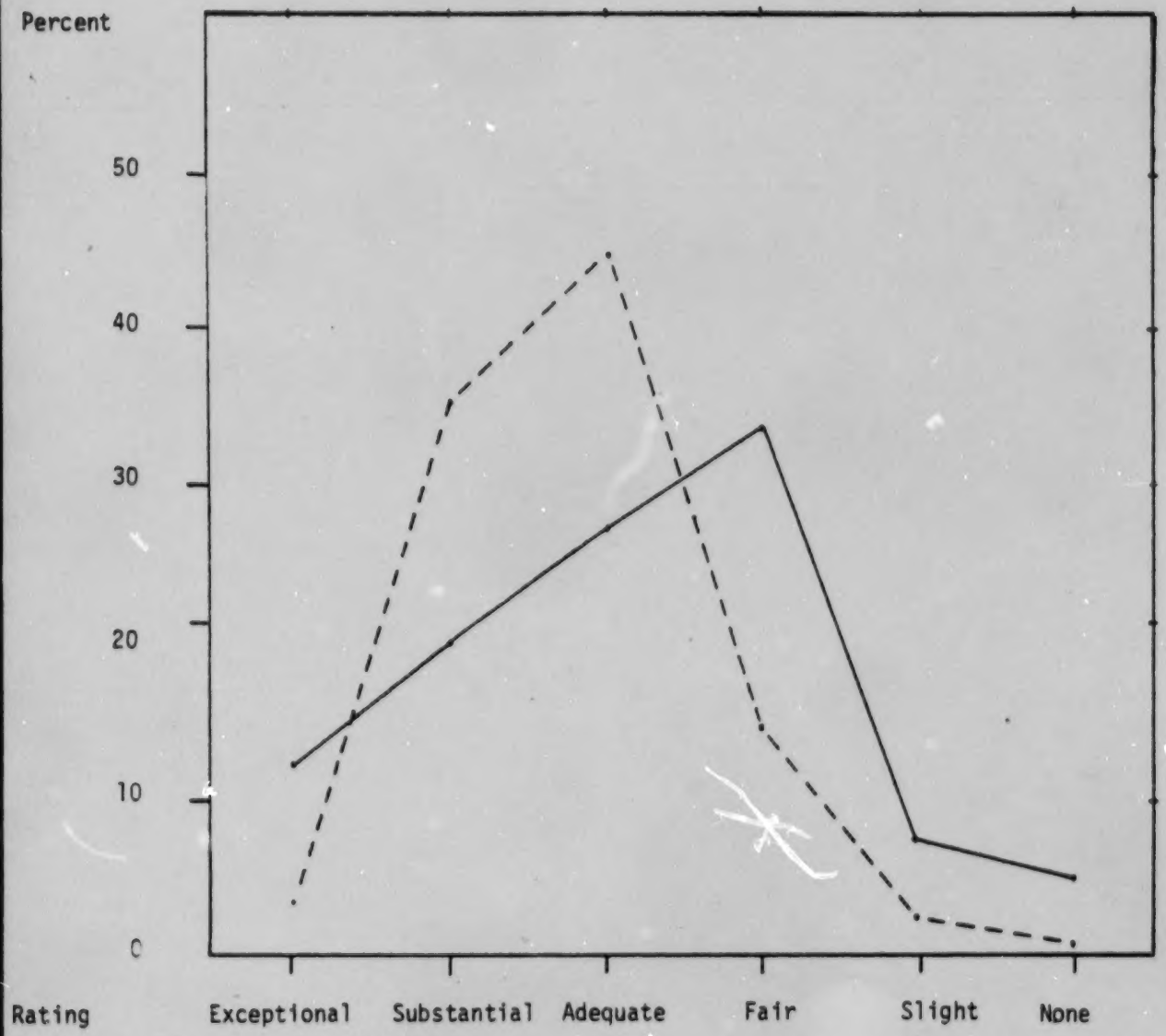
Pre-Conference Sample = 50%
Post-Conference Sample = 53%

CWW 3/28/78

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

(Salisbury, March 17, 1978)

1. Career Education Needs

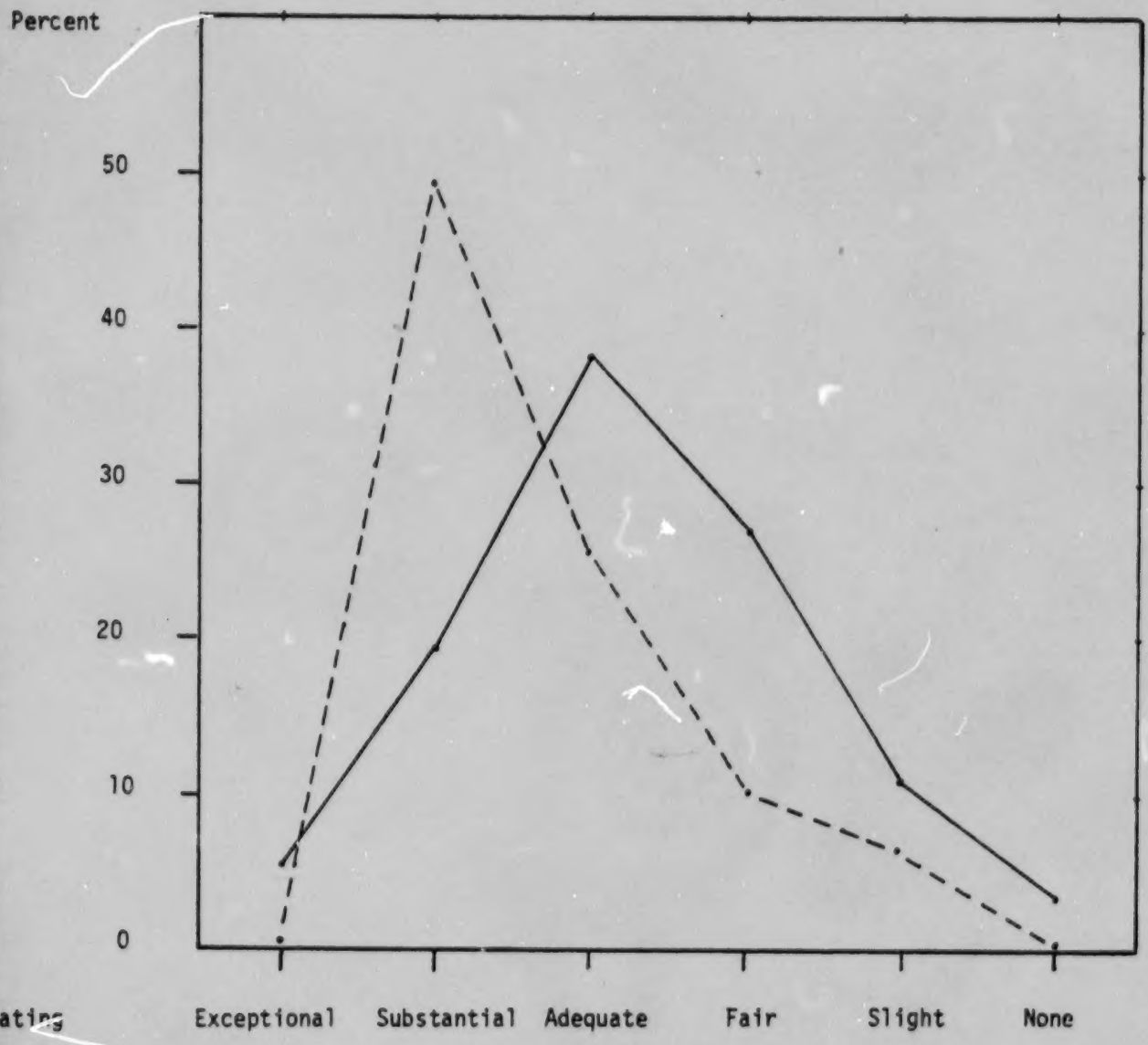


Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL OF KNOWLEDGE AND UNDERSTANDING

(Salisbury, March 17, 1978)

2. Philosophy of Career Education

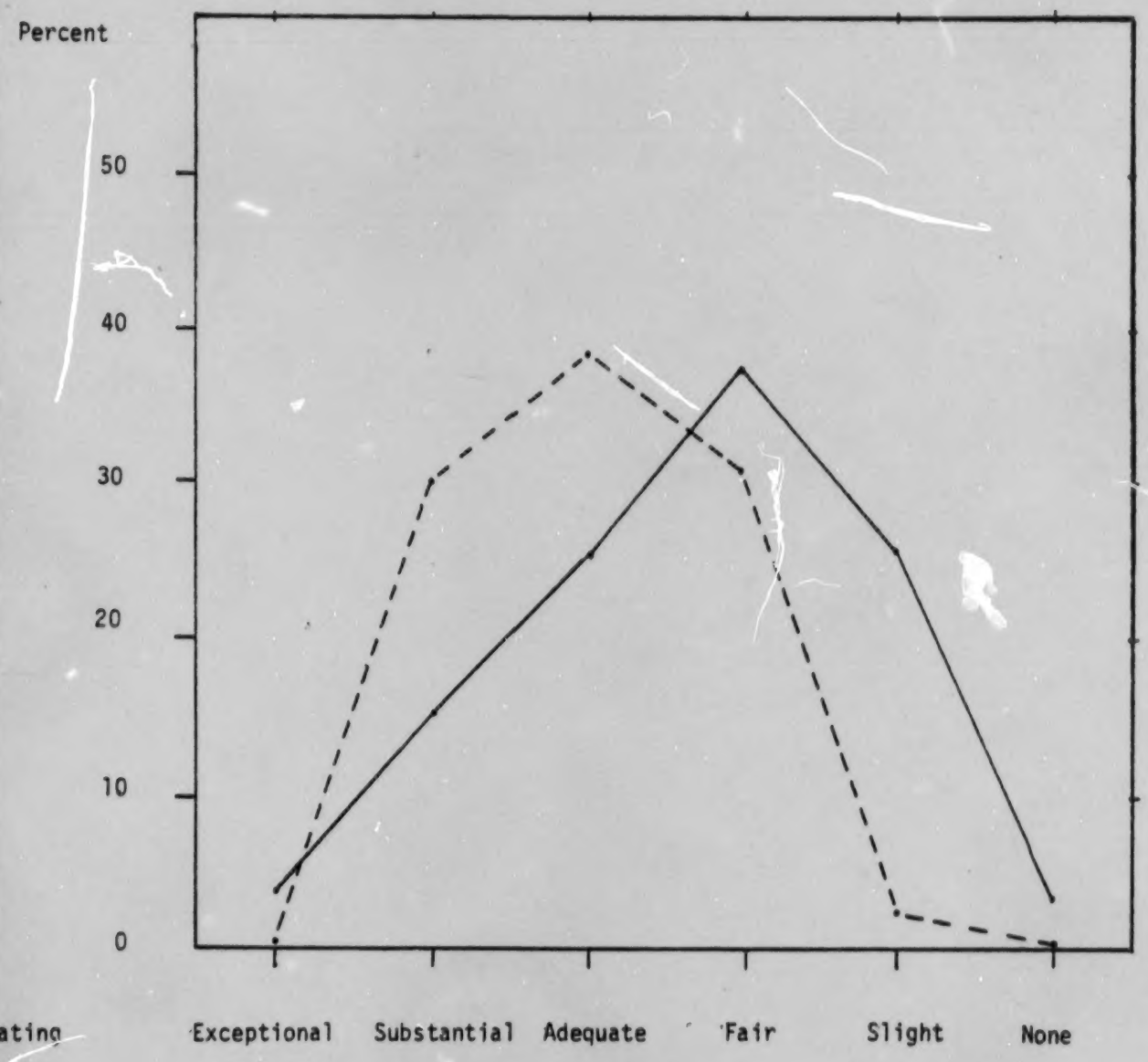


Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

(Salisbury, March 17, 1978)

3. Career Education Methods and Procedures

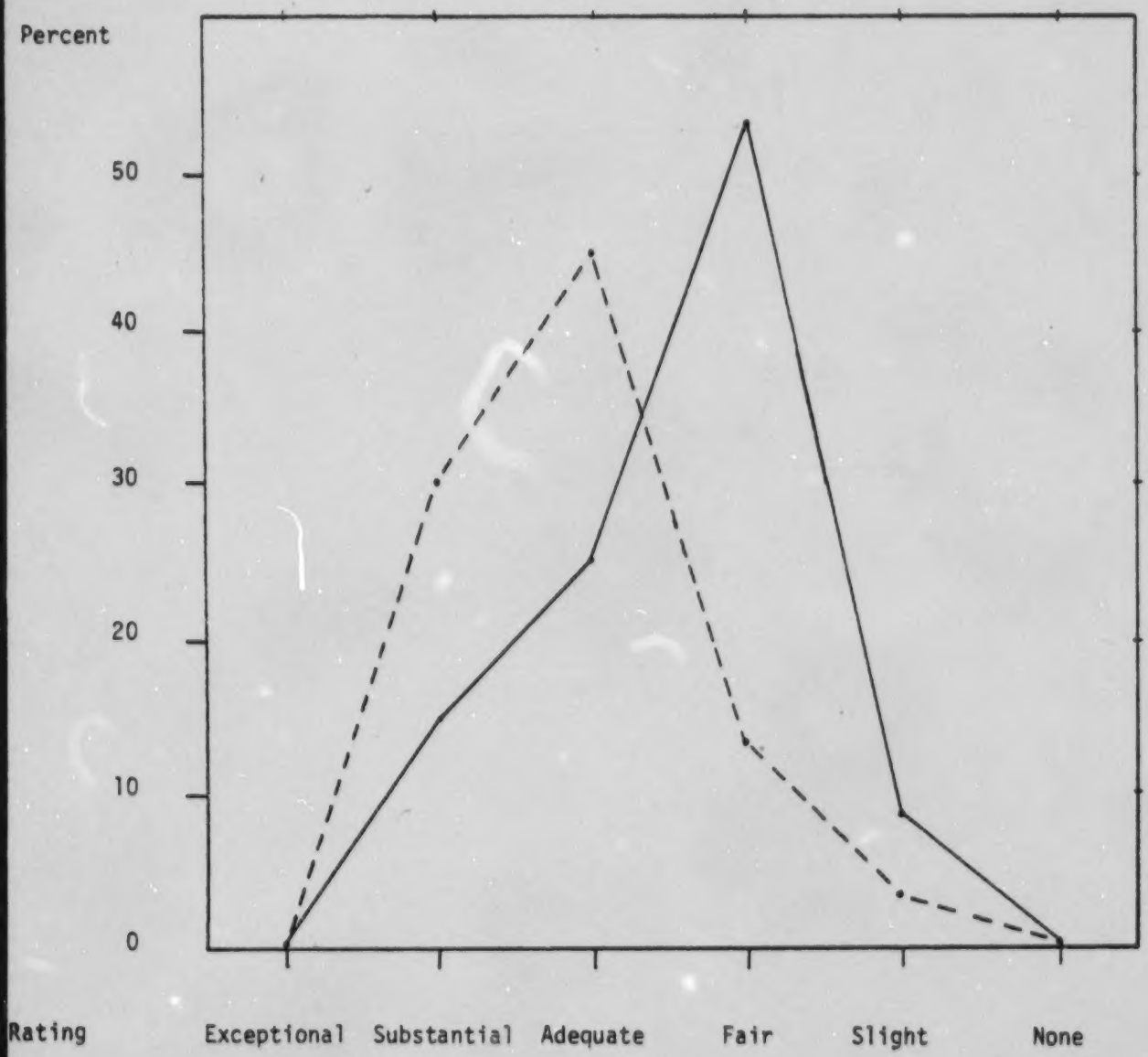


Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

(Salisbury, March 17, 1978)

4. Career Education Activities

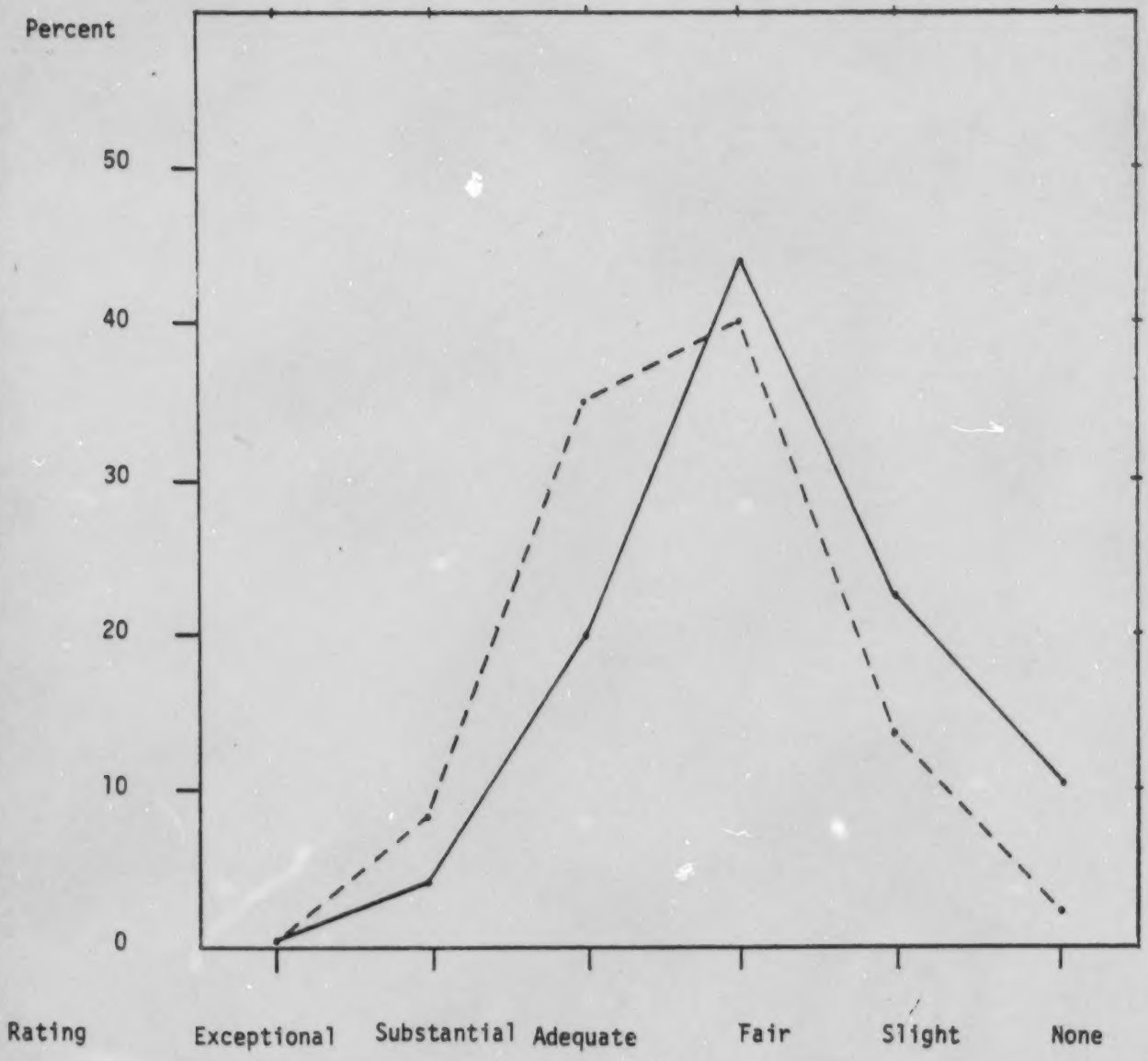


Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

(Salisbury, March 17, 1978)

5. Research

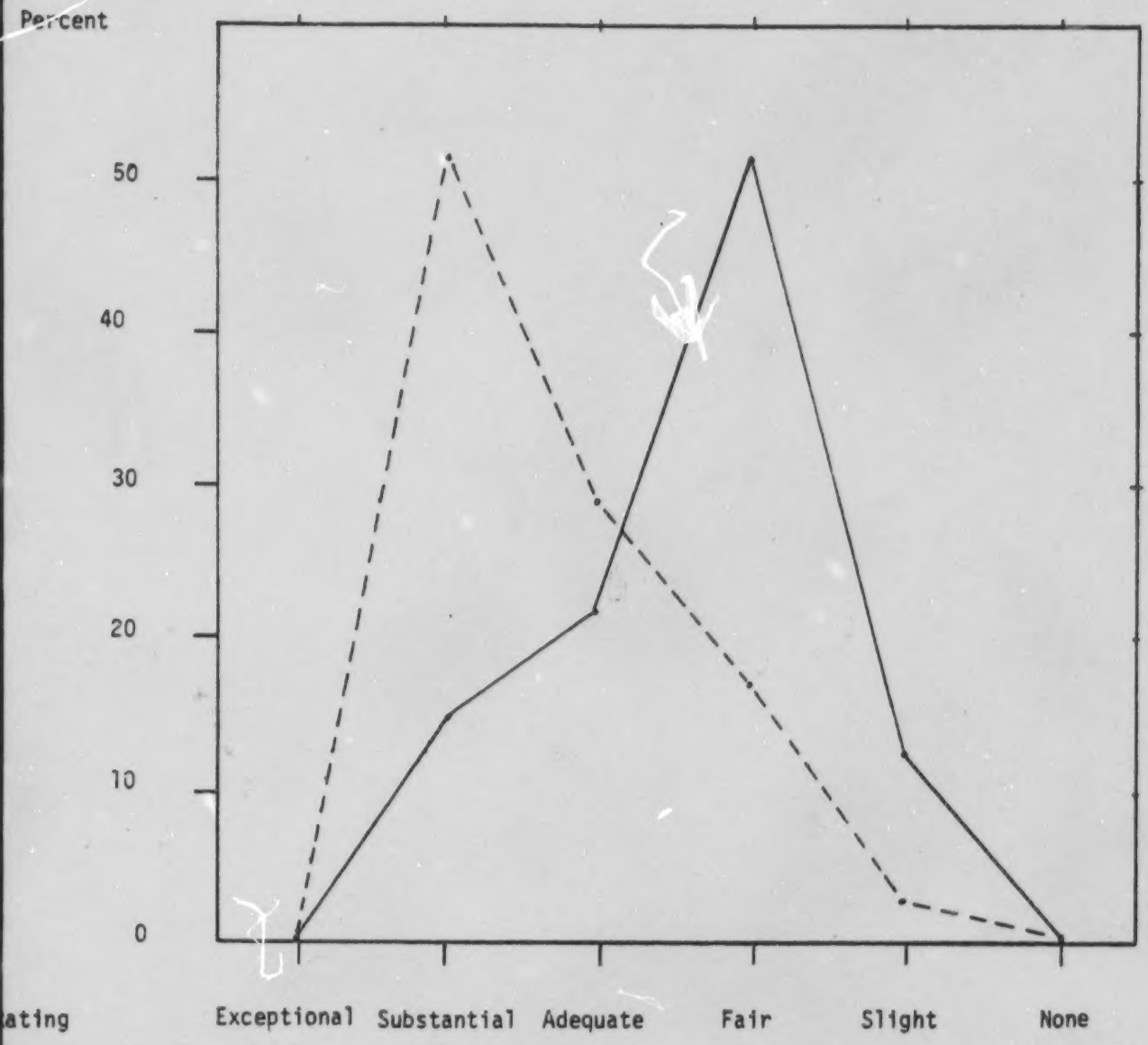


Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

(Salisbury, March 17, 1978)

6. Needs of Advocates

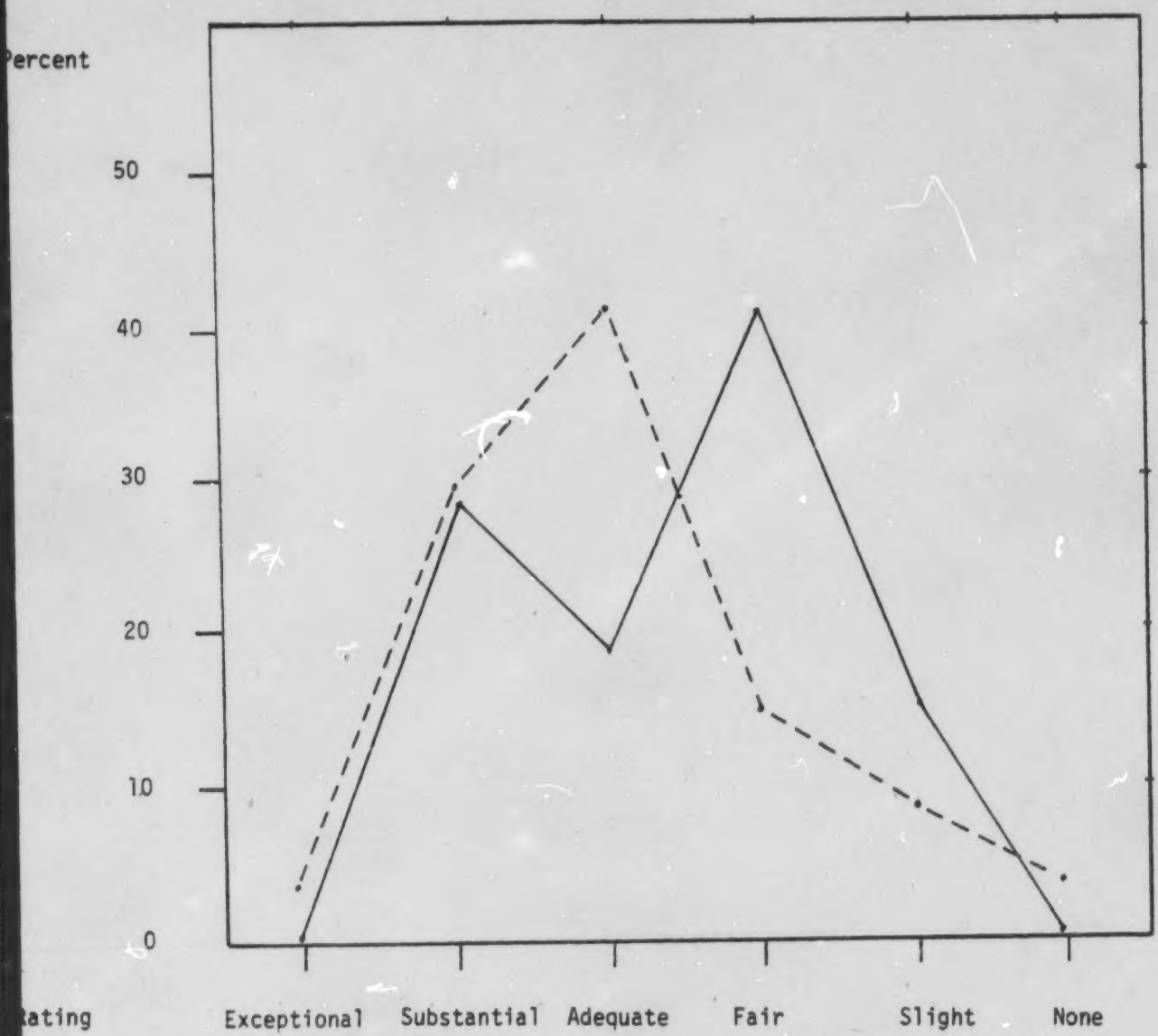


Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

(Salisbury, March 17, 1978)

7. Habilitation Skills Required

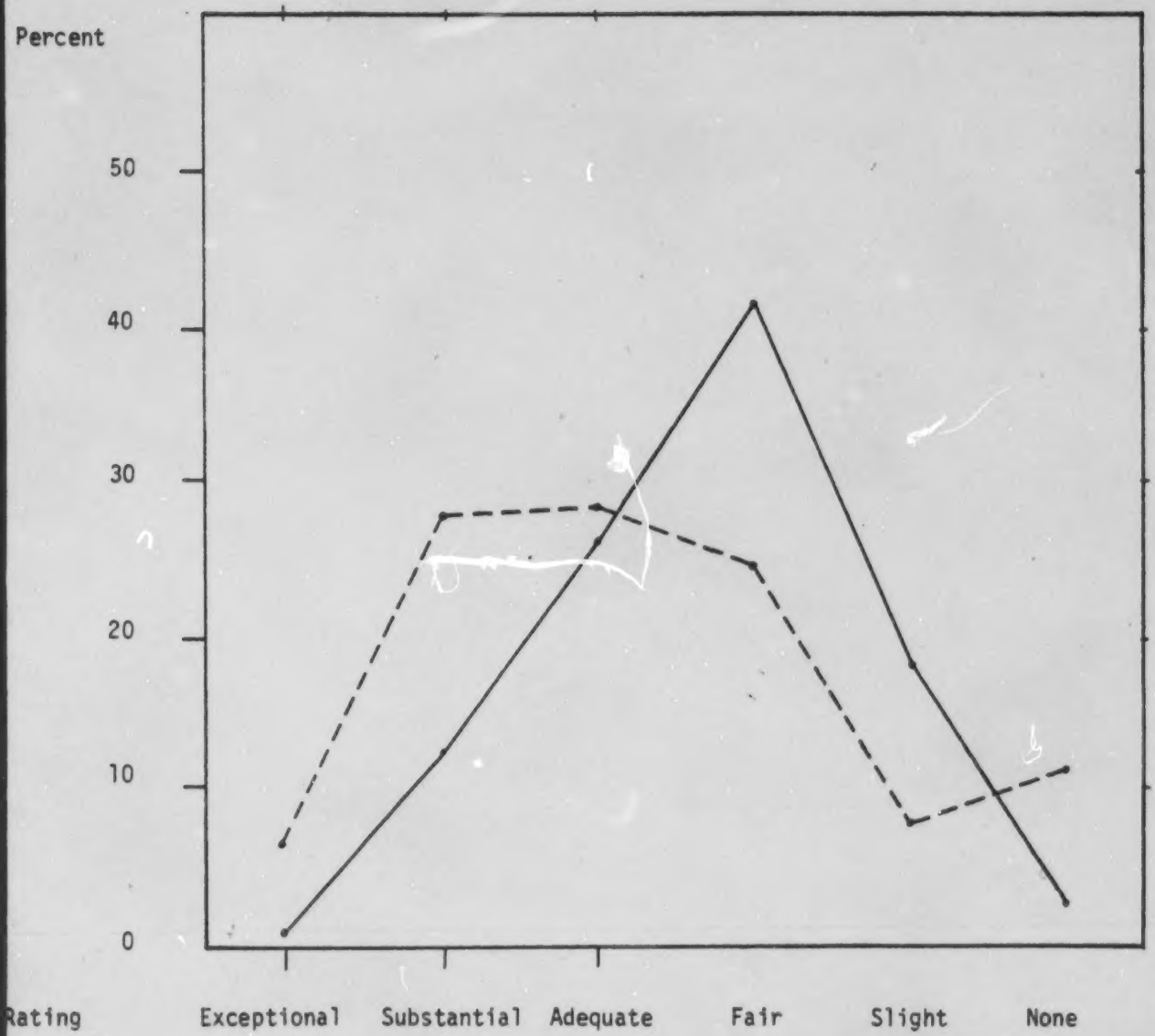


Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

(Salisbury, March 17, 1978)

8. Job Placement & Maintenance



Pre-Conference = Solid Line
Post-Conference = Broken Line

Summary of Conference Evaluation

Participation

Adequate time was allowed for presentation, discussion, and audience participation	YES - 92%	NO - 8%

Revelance

Content of individual presentations was consistent with conference theme	YES - 94%	NO - 6%
Topics were relevant to my role/job	YES - 89%	NO - 11%

COMMENTS:

1. Leaders did an exceptional job of managing a large group.
2. Afternoon was a bit rushed and disorganized.
3. Dissatisfaction with Developmental Model as being ambiguous and not relevant to employers or the severely handicapped population.*
4. Training component of conference was beneficial and helpful.
5. Definition of severely handicapped persons should be clearly stated.
6. Felt you were describing moderately handicapped, not the severely handicapped population.*
7. Need sources for more information and assistance.
8. Well-planned and organized.
9. Would like to have seen training approaches related to business (office, clerical), rather than industry.
10. Would like to have heard reactions from parents of the severely handicapped.
11. Ideas need to be developed; topics need more depth; needs of MR individuals on the job considered.

SUGGESTIONS:

1. Other strategies should have been emphasized such as evaluation methods of local agencies and schools implementing the career education concept.
2. Follow-up evaluation of workshop participants to see what information they are implementing as gained from the workshop.
3. More time for small group interaction regarding attitudes and feelings.*
4. More people from industry should have been there, as well as members of school systems.
5. A "Part II" after returning to job and implementing to iron out problems and to increase skills.

* Indicates Multiple answers

Baltimore, April 14, 1978

ANALYSIS OF

CHANGE IN KNOWLEDGE/UNDERSTANDING

Percent Rating Item "Adequate" or Higher:

Item				
1.	Career Education Needs of Severely Retarded Persons	Pre-Conference	36%	
		Post-Conference	83%	
		Pct. Point Increase	47	or 131%
2.	Philosophy of Career Education	Pre-Conference	50%	
		Post-Conference	78%	
		Pct. Point Increase	28	or 56%
3.	Methods and Procedures	Pre-Conference	22%	
		Post-Conference	81%	
		Pct. Point Increase	59	or 268%
4.	Career Education Activities	Pre-Conference	25%	
		Post-Conference	73%	
		Pct. Point Increase	48%	or 192%
5.	Research Results	Pre-Conference	11%	
		Post-Conference	61%	
		Pct. Point Increase	50	or 454%
6.	Needs of Advocates	Pre-Conference	36%	
		Post-Conference	69%	
		Pct. Point Increase	33	or 92%
7.	Habilitation Skills Required	Pre-Conference	36%	
		Post-Conference	75%	
		Pct. Point Increase	39	or 108%
8.	Job Placement and Maintenance	Pre-Conference	33%	
		Post-Conference	63%	
		Pct. Point Increase	30	or 91%

CWW

SUMMARY OF
CONFERENCE EVALUATION
Pikesville, Md.
April 14, 1978

PRESENTATION	Assigned Rating												TOTAL		
	6 Excellent		5 Very Good		4 Good		3 Fair		2 Poor		1 Deficient				
	PCT.	PTS.	PCT.	PTS.	PCT.	PTS.	PCT.	PTS.	PCT.	PTS.	PCT.	PTS.	Points	Avg.	PCT
1. Program Overview (Manning)	19	42	39	70	25	36	17	18	0	0	0	0	166	4.6	77
2. Career Ed. Developmental Model (Sellars)	33	72	42	75	14	20	11	12	0	0	0	0	179	5.0	83
3. Insights Into Career Education (Beziat)	31	66	39	70	22	32	8	9	0	0	0	0	177	4.9	82
4. Philosophy of Try Another Way (D. Gibson)	53	114	33	60	11	16	3	3	0	0	0	0	193	5.4	89
5. Discussion on Attitudes & Feelings (Small Group)	22	48	19	35	28	40	14	15	3	2	14	15	155	4.3	72
6. Demonstration Teaching Techniques (D. Gibson & J. Mirman)	42	90	31	55	28	40	0	0	0	0	0	0	185	5.1	86
7. Task Analysis of Pen	42	90	36	65	19	28	3	3	0	0	0	0	186	5.2	86
TOTAL CONFERENCE RATING													1241	4.9	82

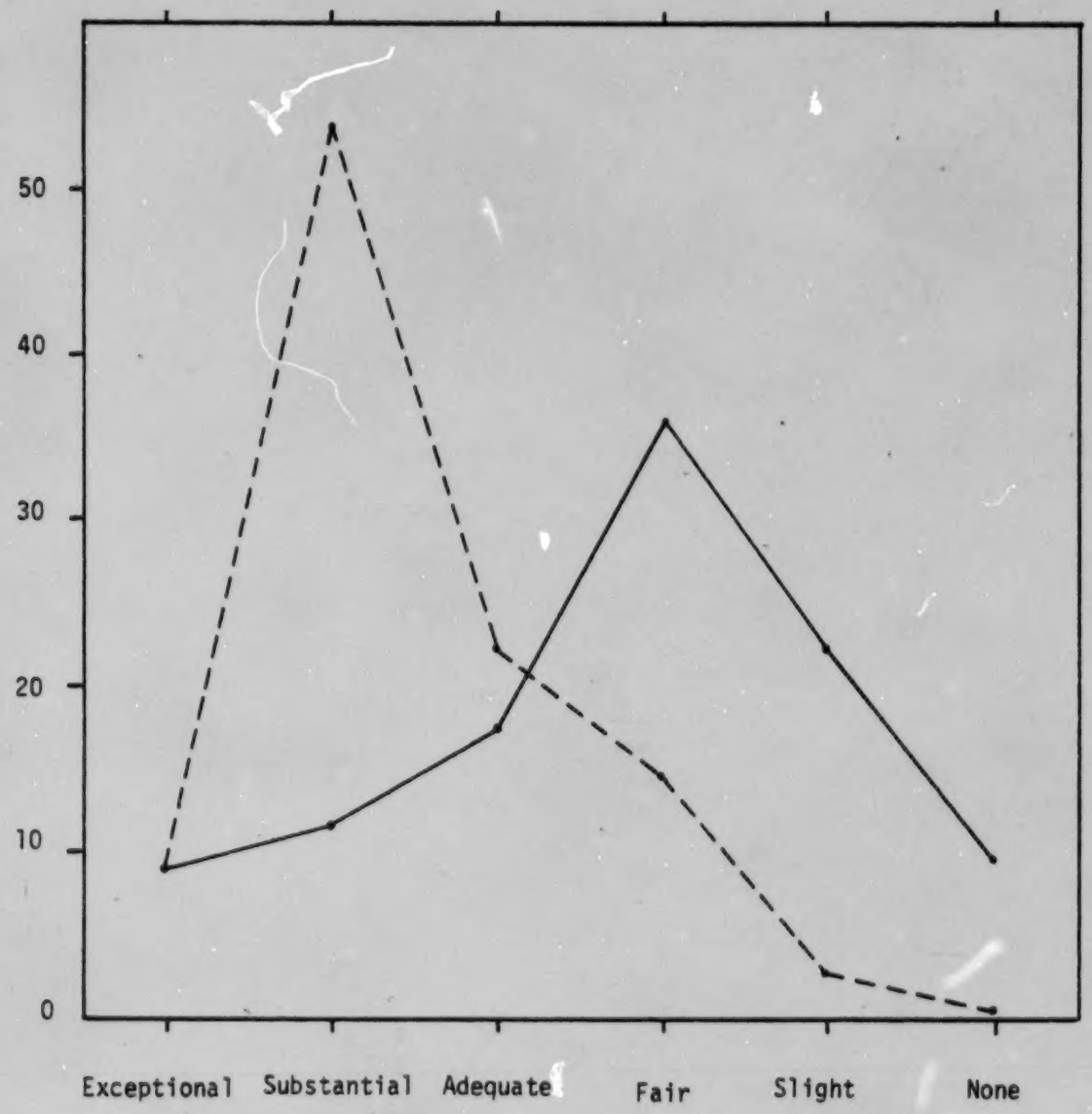
Number of participants completing evaluation = 36 (34% of total participants)

CWW

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

Baltimore, April 14, 1978

1. Career Education Needs



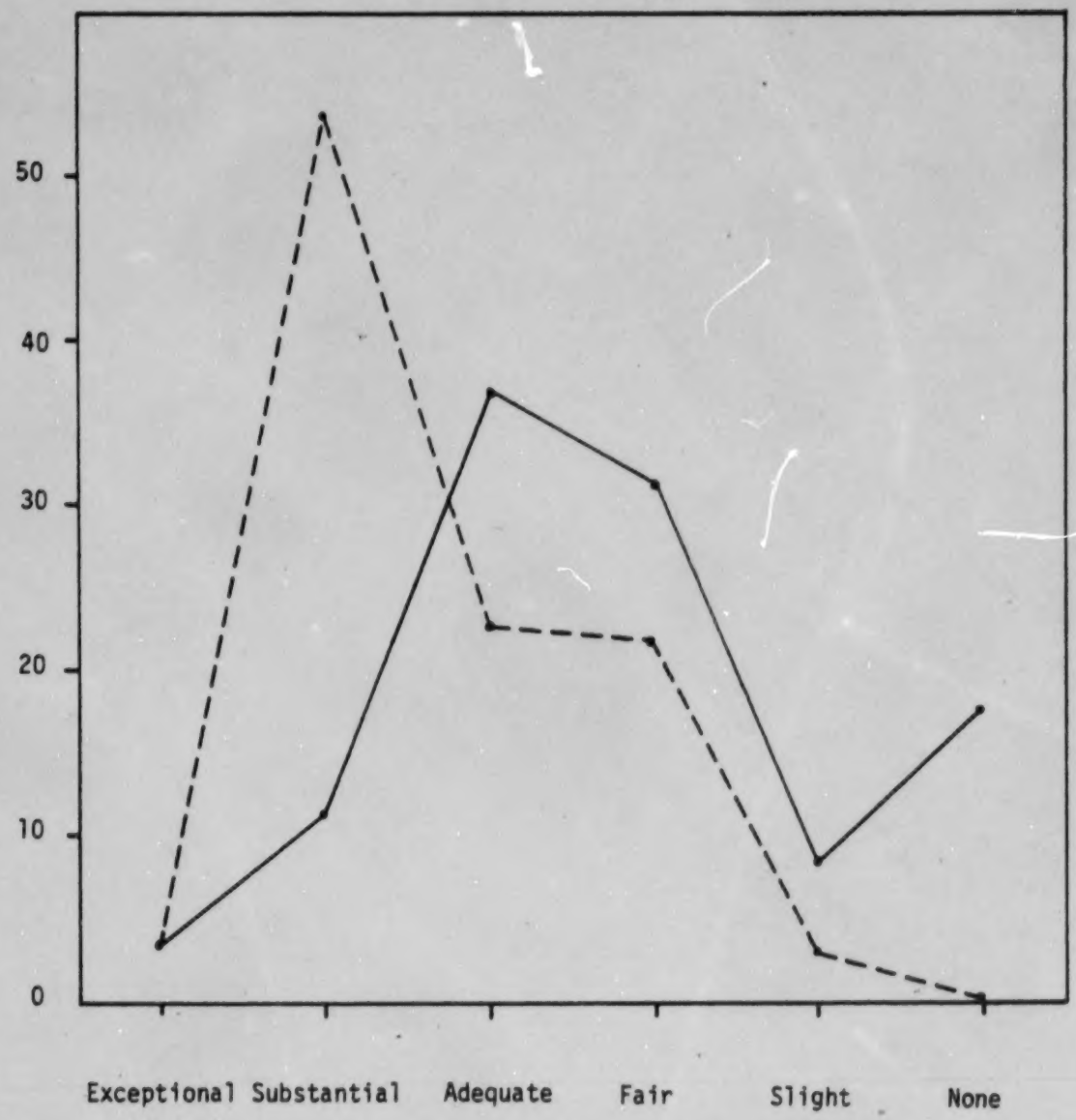
Pre-Conference = Solid Line
Post-Conference = Broken Line

47

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

Baltimore, April 14, 1978

2. Philosophy of Career Education

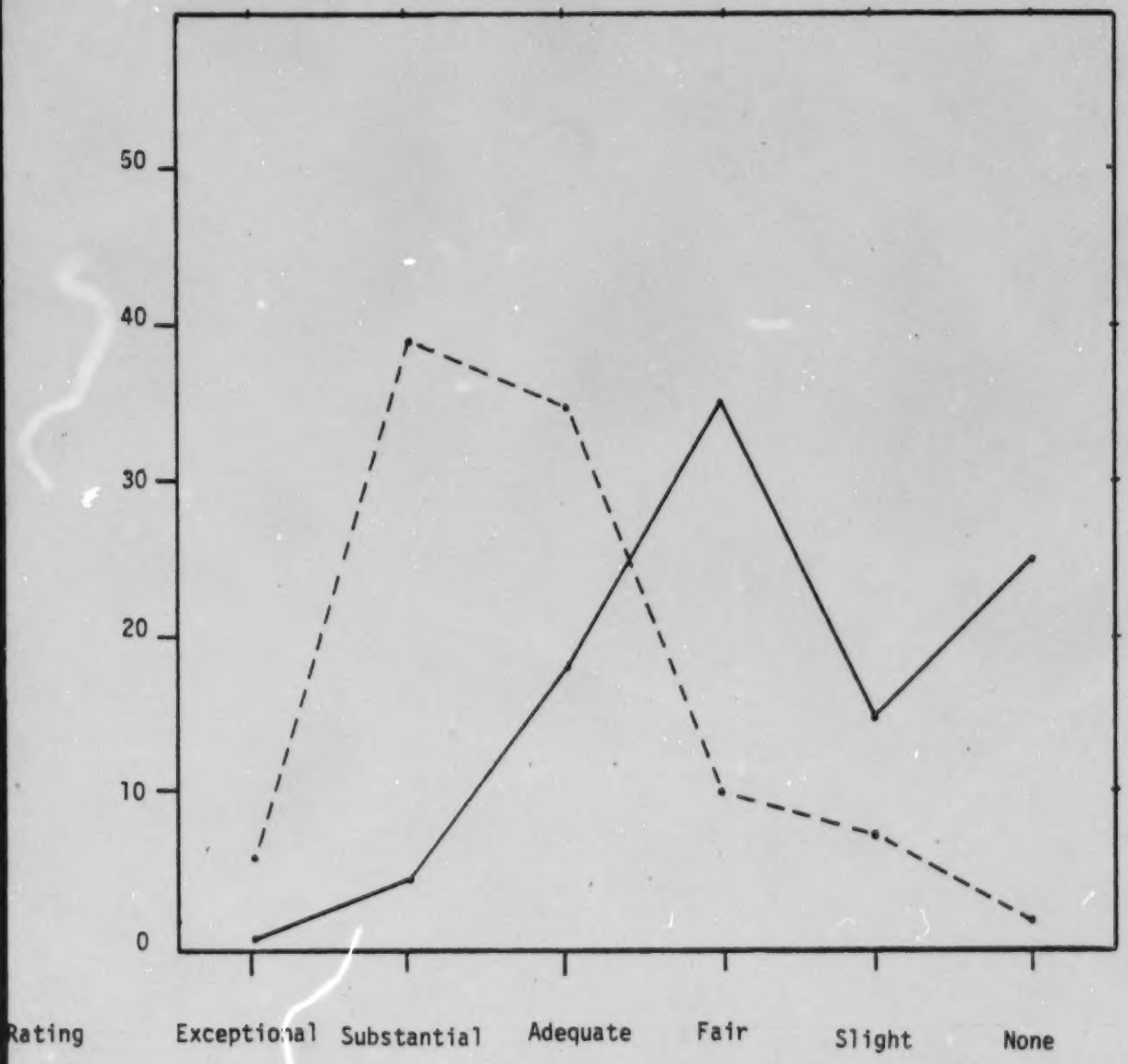


Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

Baltimore, April 14, 1978

3. Career Education Methods and Procedures

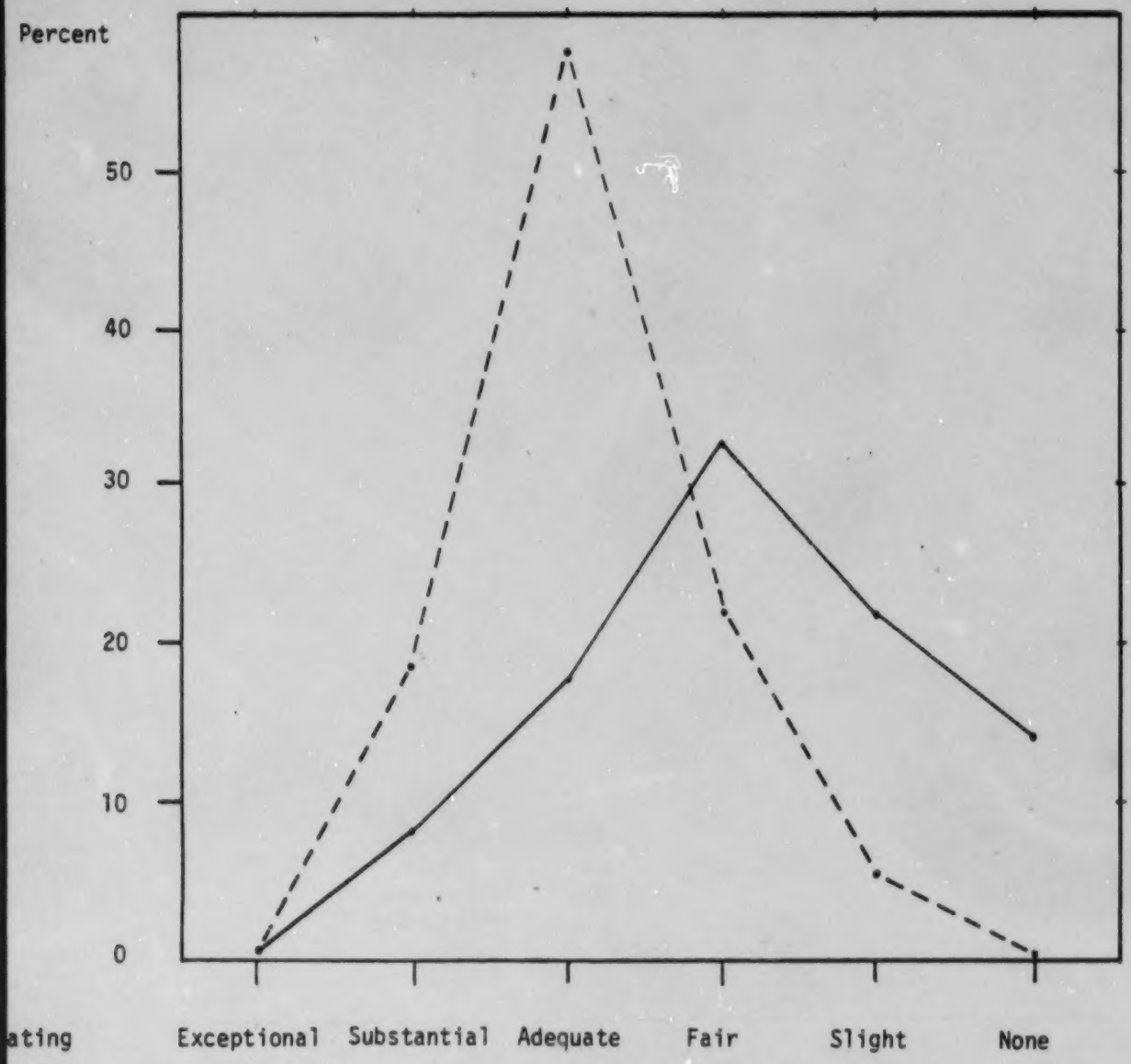


Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

Baltimore, April 14, 1978

4. Career Education Activities



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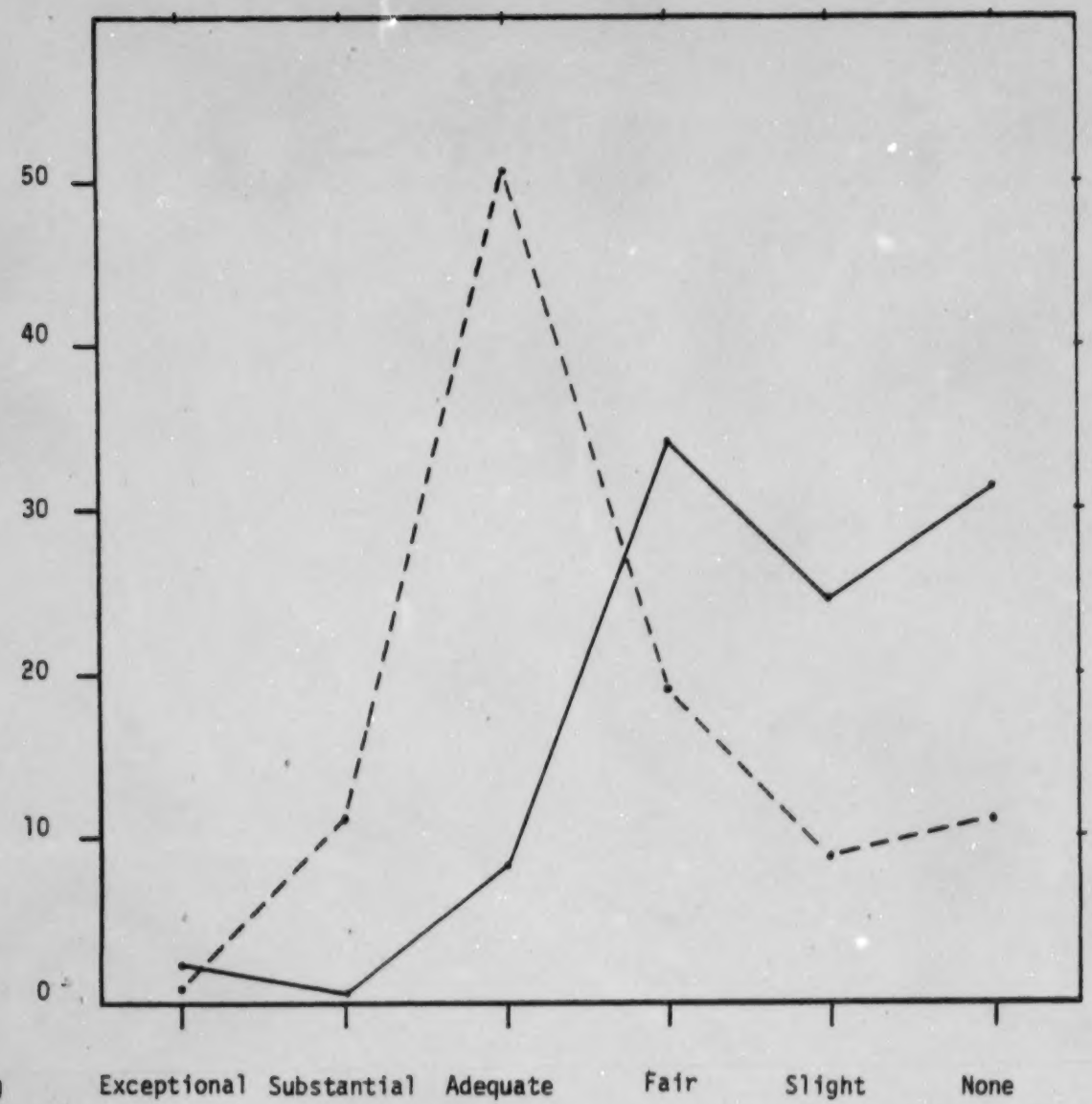
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

Baltimore, April 14, 1978

5. Research



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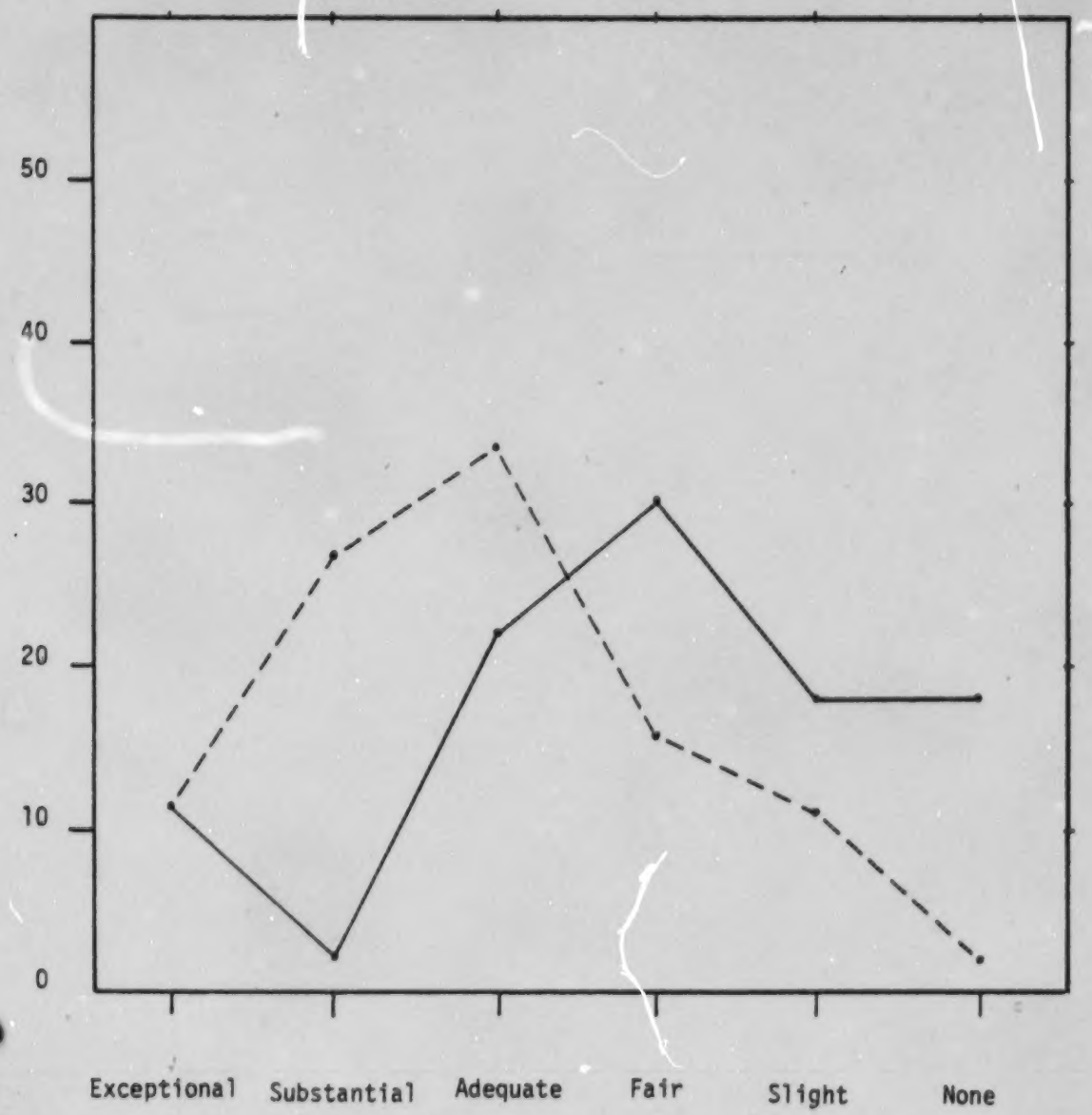
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

Baltimore, April 14, 1978

6. Needs of Advocates



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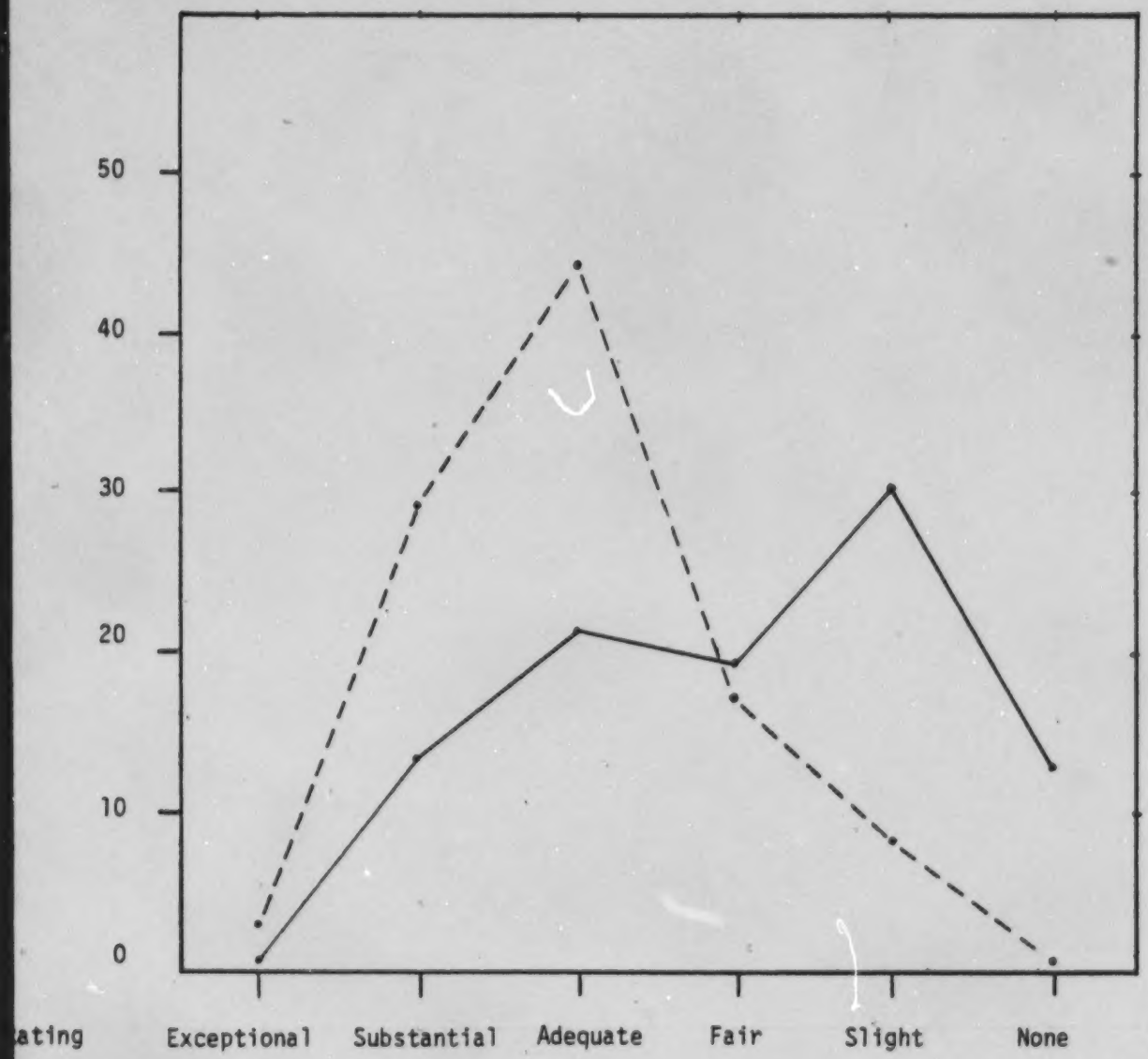
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

Baltimore, April 14, 1978

7. Habilitation Skills Required

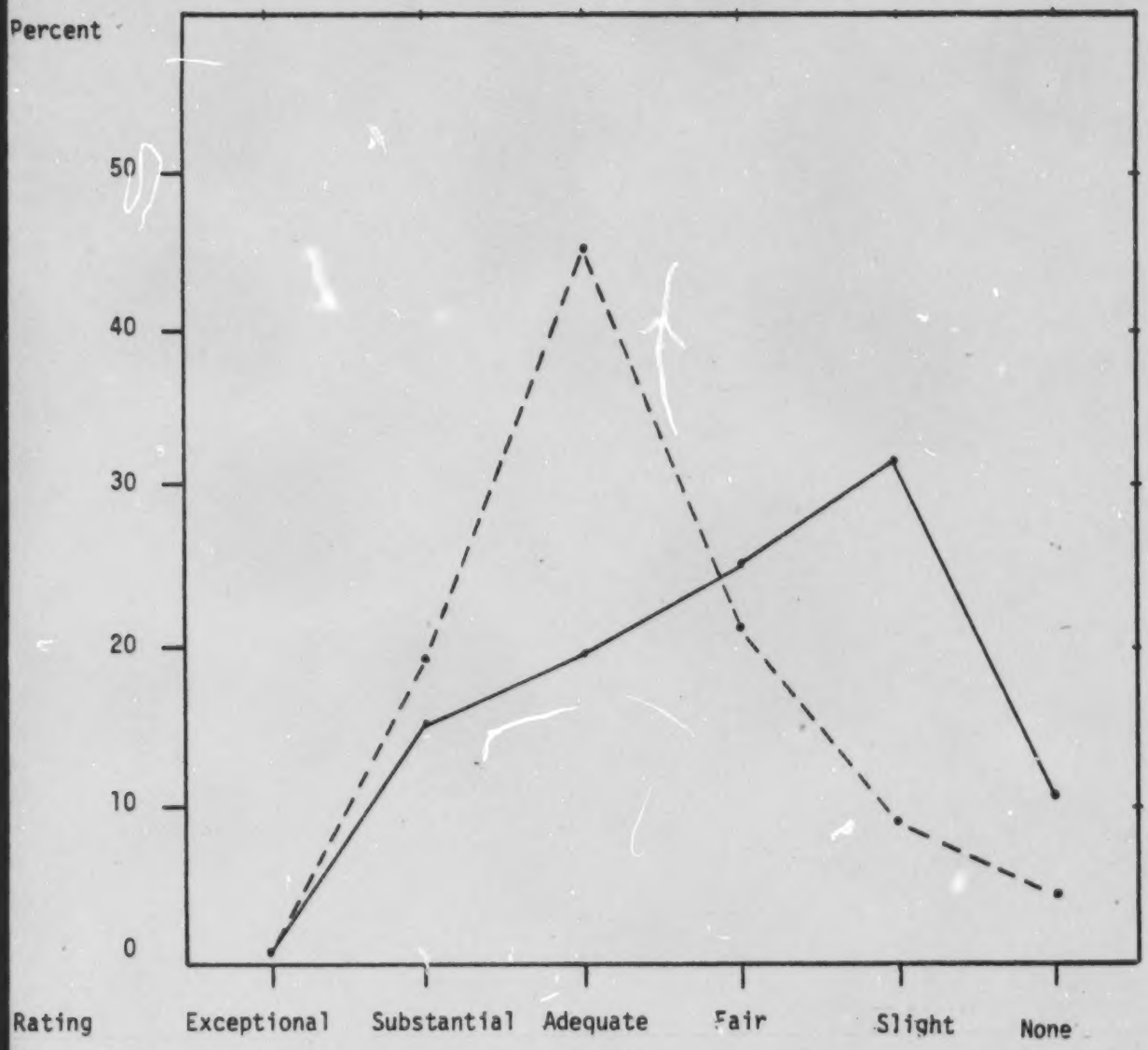


Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

Baltimore, April 14, 1978

3. Job Placement & Maintenance



Pre-Conference = Solid Line
Post-Conference = Broken Line

College Park, May 12, 1978

ANALYSIS OF
CHANGE IN KNOWLEDGE/UNDERSTANDING

Percent Rating Item "Adequate" or Higher:

Item				
1. Career Education Needs of Severely Retarded Persons	Pre-Conference	54%		
	Post-Conference	78%		
	Pct. Point Increase	24	or	44%
2. Philosophy of Career Education	Pre-Conference	50%		
	Post-Conference	78%		
	Pct. Point Increase	28	or	56%
3. Methods and Procedures	Pre-Conference	42%		
	Post-Conference	68%		
	Pct. Point Increase	26	or	61%
4. Career Education Activities	Pre-Conference	41%		
	Post-Conference	59%		
	Pct. Point Increase	18	or	43%
5. Research Results	Pre-Conference	18%		
	Post-Conference	64%		
	Pct. Point Increase	46	or	255%
6. Needs of Advocates	Pre-Conference	42%		
	Post-Conference	68%		
	Pct. Point Increase	26	or	62%
7. Habilitation Skills Required	Pre-Conference	51%		
	Post-Conference	50%		
	Pct. Point Increase	1	or	1%
8. Job Placement and Maintenance	Pre-Conference	41%		
	Post-Conference	36%		
	Pct. Point Increase	5	or	12%

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

College Park, Md., May 12, 1978

ITEMS	LEVEL OF KNOWLEDGE	RATING							
		Pre-Conference			Post-Conference			Change	
		N	PTS	PCT	N	PTS	PCT	PTS	PCT
. Career Ed. Needs	(6) Exceptional	0	0	0	0	0	0		
	(5) Substantial	4	20	18	12	60	55		
	(4) Adequate	8	32	36	5	20	23		
	(3) Fair	4	12	18	5	15	23		
	(2) Slight	3	6	14	0	0	0		
	(1) None	3	3	14	0	0	0		
	Total	22	73		22	95		22	30
	Average		3.3			4.3		1.0	30
. Philosophy of C.E.	(6) Exceptional	0	0	0	1	6	5		
	(5) Substantial	7	35	32	12	60	55		
	(4) Adequate	4	16	18	4	16	18		
	(3) Fair	7	21	32	4	12	18		
	(2) Slight	3	6	14	1	2	5		
	(1) None	1	1	5	0	0	0		
	Total	22	79			96		17	22
	Average		3.6			4.4		0.8	22
. C.E. Method and Procedures	(6) Exceptional	1	6	5	0	0	0		
	(5) Substantial	5	25	23	10	50	45		
	(4) Adequate	3	12	14	5	20	23		
	(3) Fair	6	18	27	6	18	27		
	(2) Slight	5	10	23	1	2	5		
	(1) None	2	2	9	0	0	0		
	Total	22	73		22	90		17	23
	Average		3.3			4.1		0.8	24
. C.E. Activities	(6) Exceptional	0	0	0	0	0	0		
	(5) Substantial	4	20	18	5	25	23		
	(4) Adequate	5	20	23	8	32	36		
	(3) Fair	7	21	32	5	15	23		
	(2) Slight	4	8	18	4	8	18		
	(1) None	2	2	9	0	0	0		
	Total	22	71		22	80		9	13
	Average		3.2			3.6		0.4	13

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL OF KNOWLEDGE AND UNDERSTANDING

College Park, Md., May 12, 1978

(Cont'd)

ITEMS	LEVEL OF KNOWLEDGE	RATING Pre-Conference N	PTS	PCT	Post-Conference N	PTS	PCT	Change pts	Change pct
Research	(6) Exceptional	0	0	0	1	6	5		
	(5) Substantial	2	10	9	5	25	23		
	(4) Adequate	2	8	9	8	32	32		
	(3) Fair	5	15	23	7	21	36		
	(2) Slight	8	16	36	1	2	5		
	(1) None	5	5	23	0	0	0		
	Total	22	54		22	86		32	59
	Average		2.4			3.9		1.5	63
Needs of Advocates	(6) Exceptional	1	6	5	2	12	9		
	(5) Substantial	3	15	14	3	15	14		
	(4) Adequate	5	20	23	10	40	45		
	(3) Fair	6	18	27	5	15	23		
	(2) Slight	6	12	27	2	4	9		
	(1) None	1	1	5	0	0	0		
	Total	22	72		22	86		14	19
	Average		3.4			3.9		0.5	15
Habilitation Skills Required	(6) Exceptional	1	6	5	1	6	5		
	(5) Substantial	5	25	23	6	30	27		
	(4) Adequate	5	20	23	4	16	18		
	(3) Fair	4	12	18	5	15	23		
	(2) Slight	5	10	23	6	12	27		
	(1) None	2	2	9	0	0	0		
	Total	22	75		22	79		4	5
	Average		3.4			3.6		0.	6
Job Placement & Maintenance	(6) Exceptional	2	12	9	0	0	0		
	(5) Substantial	3	15	14	4	20	18		
	(4) Adequate	4	16	18	4	16	18		
	(3) Fair	7	21	32	9	27	41		
	(2) Slight	4	8	18	4	8	18		
	(1) None	2	2	9	1	1	5		
	Total	22	74		22	72		-(2)	-(3)
	Average		3.4			3.3		-(0.1)	-(3)

College Park Conference

Participation

Adequate time was allowed for presentation, discussion, and audience participation	YES - 86% NO - 14%

Revelance

Content of individual presentation was consistent with conference them	YES - 92% NO - 8%
Topics were relevant to my role/job	YES - 92% NO - 8%

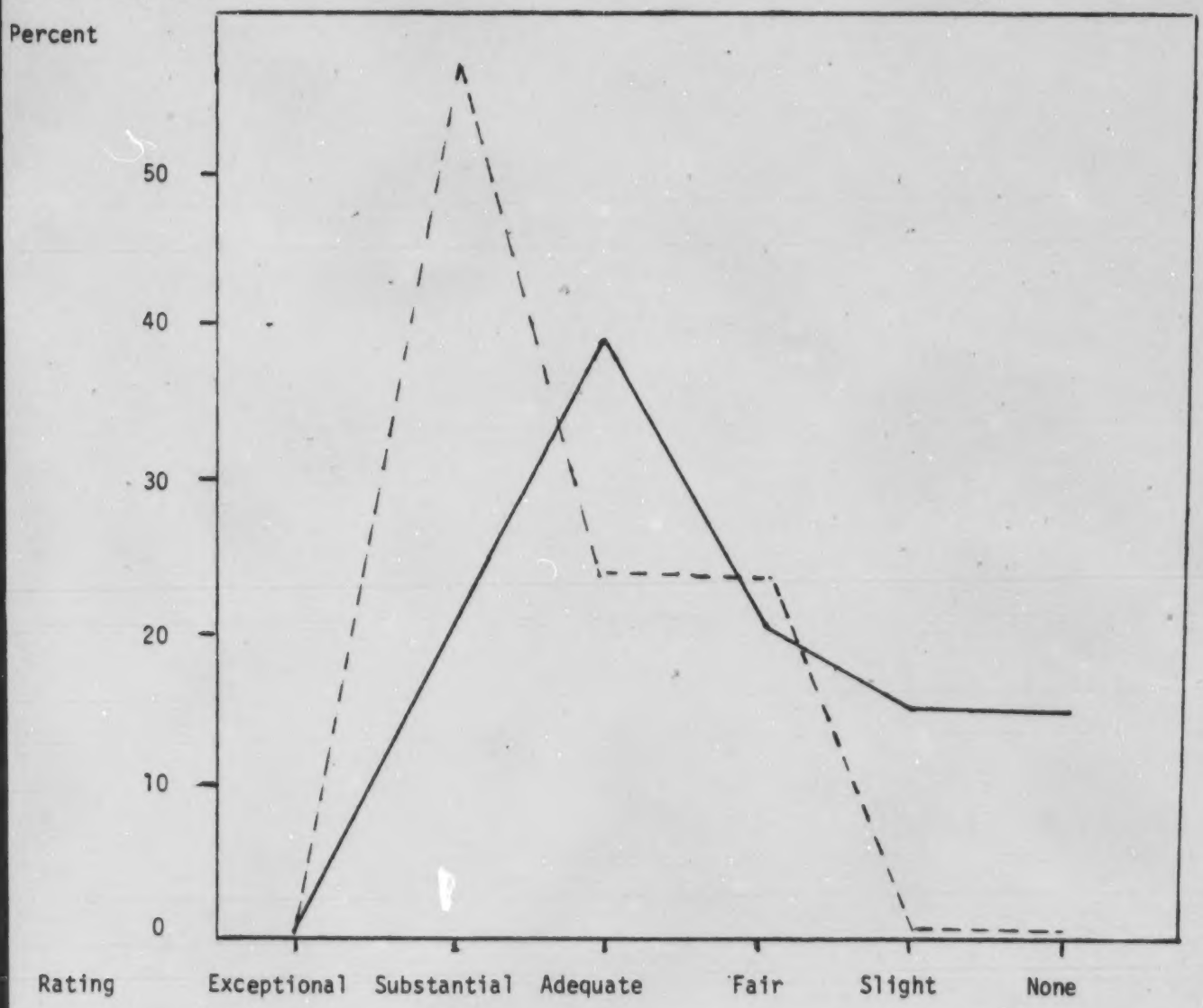
COMMENTS

1. One day was long and a lot of info to comprehend.
2. Found the developmental small group task beneficial. Could have benefited from more small group, active tasks than from discussion.
3. Could have used specific suggestions for jobs (contract work, etc.) for the severely, retarded. Would have been useful to have a list of people or agencies to contact to procure jobs for clients.
4. All presentations were well done.
5. After seeing Try Another Way and reviewing the philosophy of Marc Gold, the demonstration of teaching techniques was somewhat redundant.
6. More info on conference presentors/speakers.
7. Conference pamphlet was excellent.
8. Outstanding conference. Provided much needed information.
9. Expected more specific on career opportunities.

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

College Park, Md.
May 12, 1978

Career Education Needs



Pre-Conference = Solid Line
Post-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

College Park, Md.
May 12, 1978

. Philosophy of Career Education

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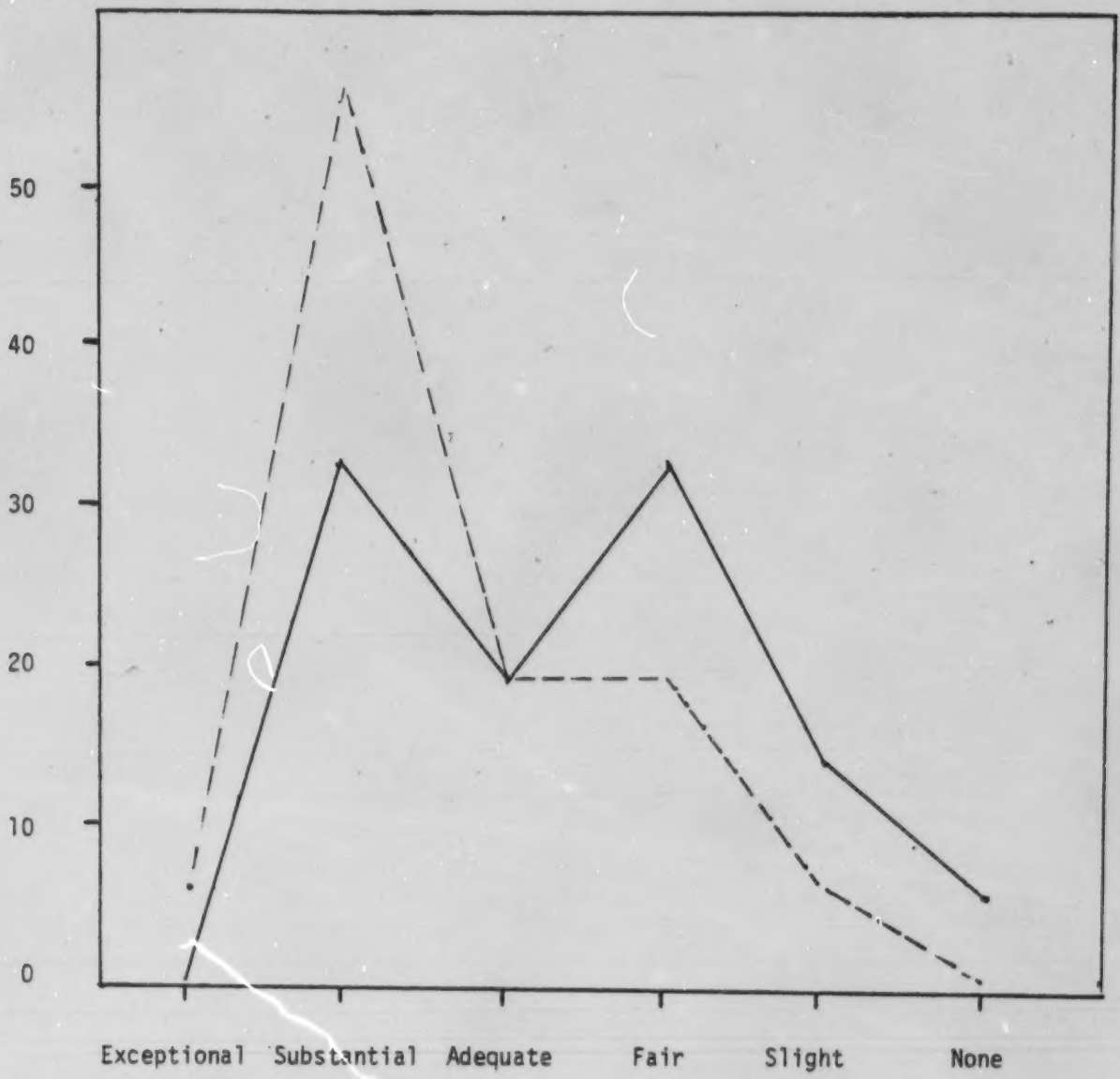
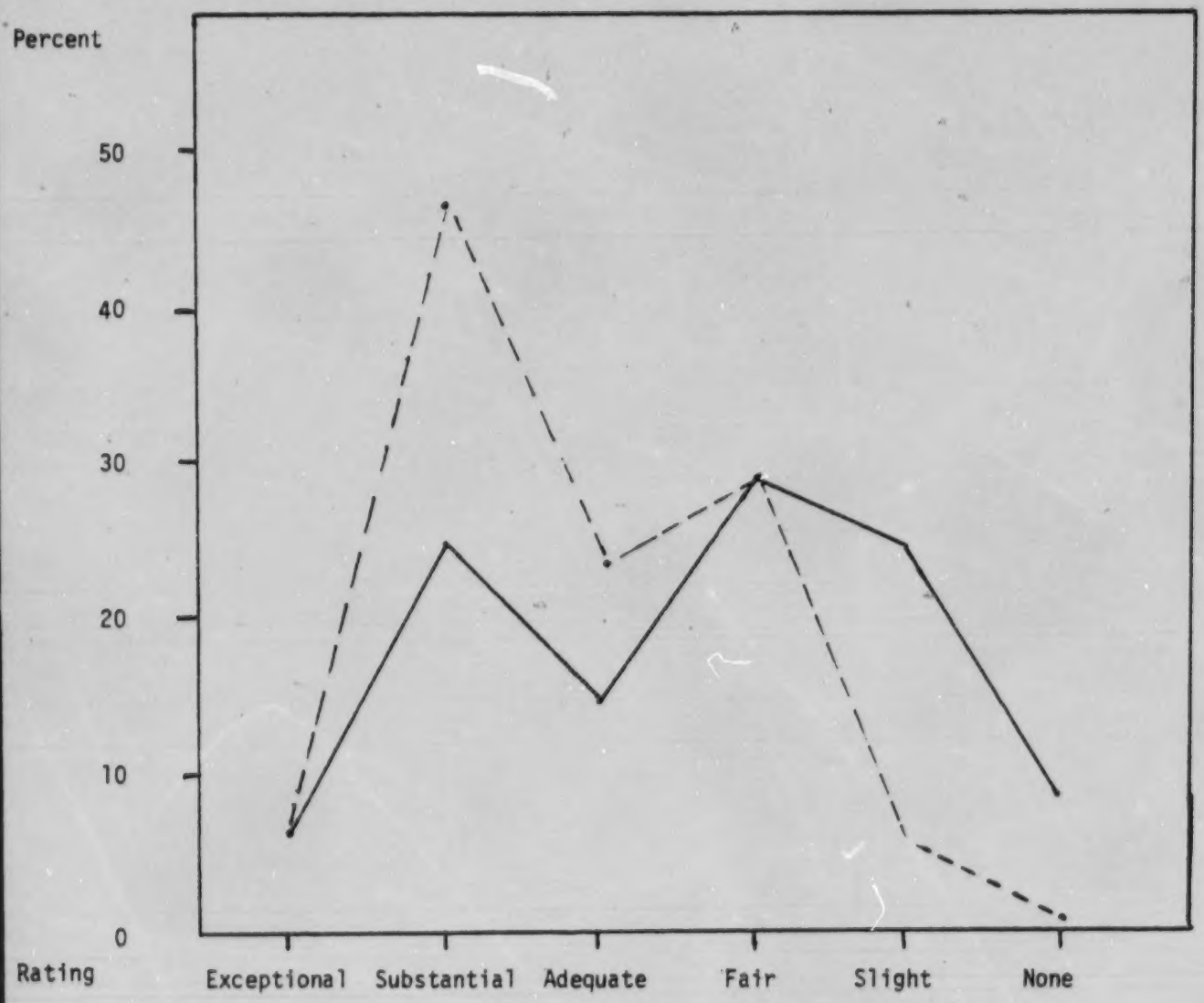


re-Conference = Solid Line
st-Conference = Broken Line

CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

College Park, Md.
May 12, 1978

3. C.E. Methods & Procedures



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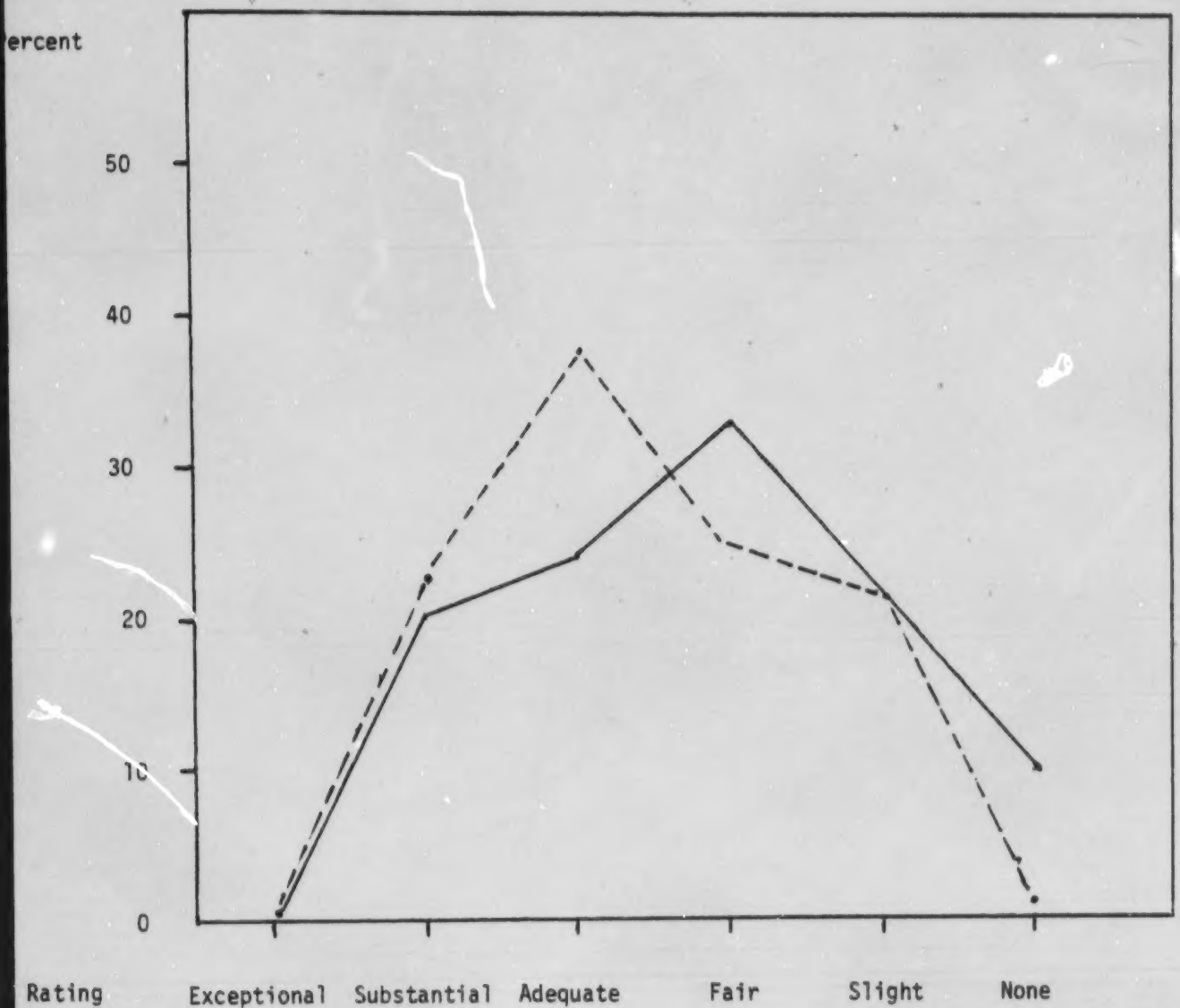
CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

College Park, Md.
May 12, 1978

. Career Education Activities



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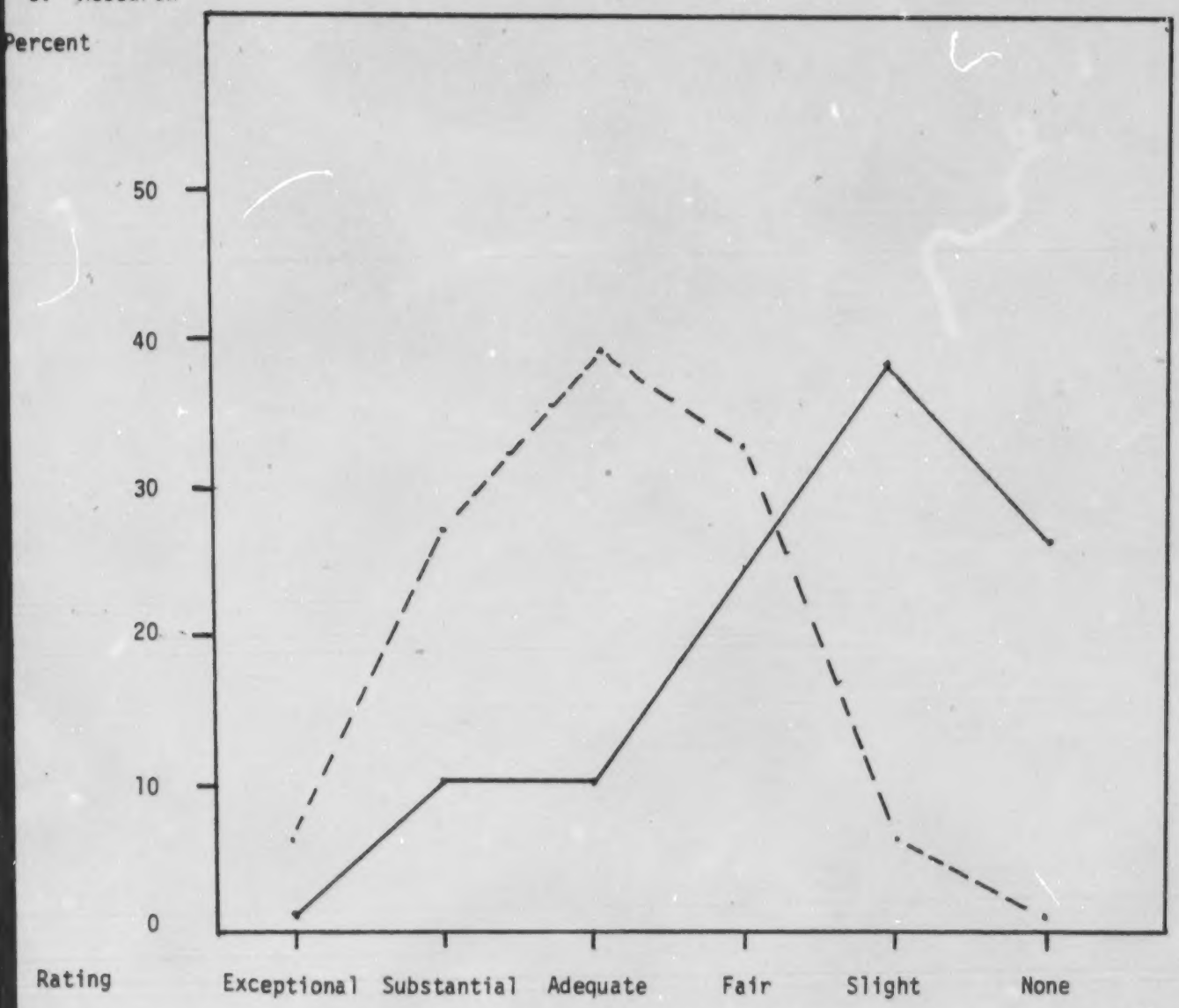
CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

College Park, Md.
May 12, 1978

5. Research



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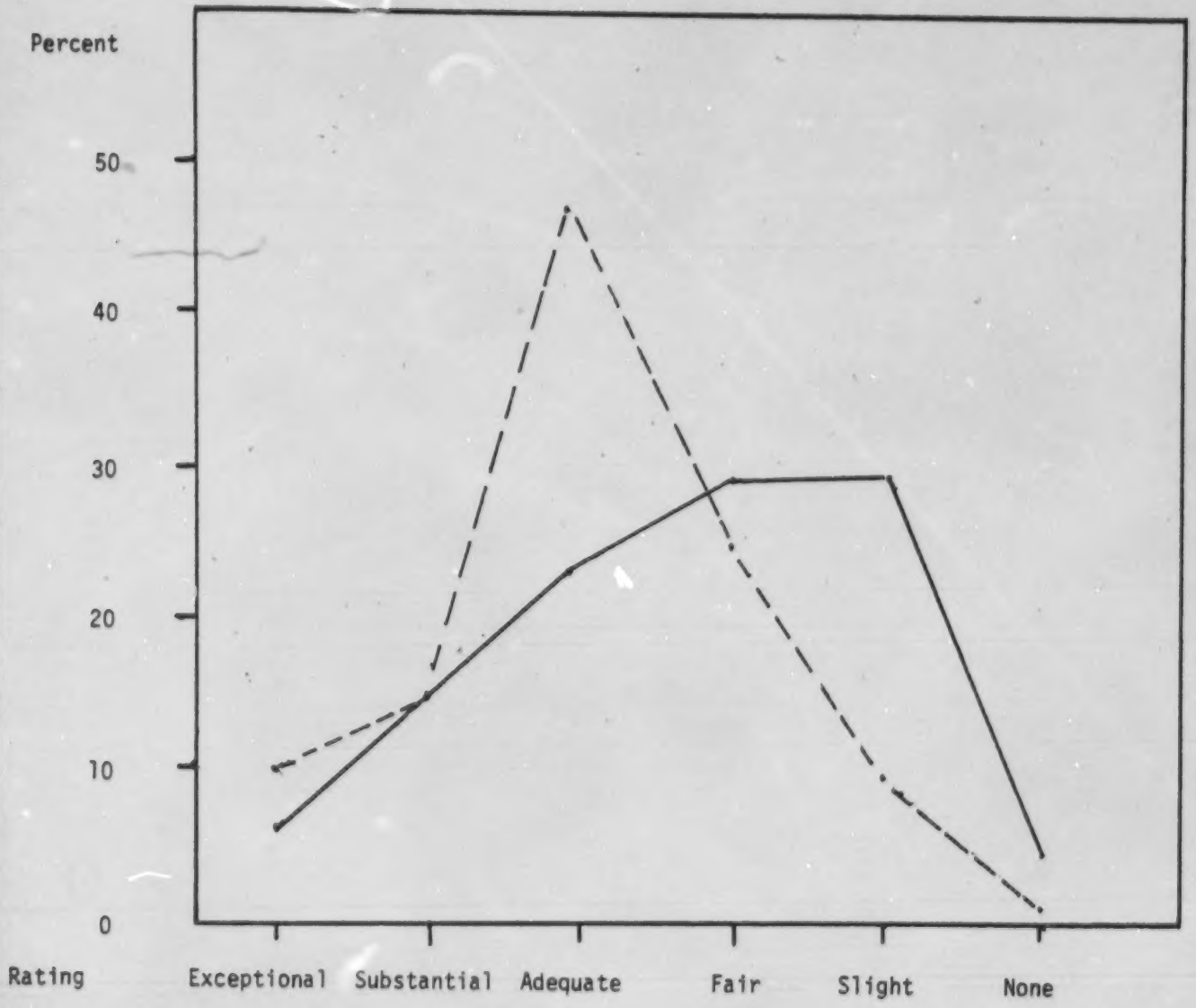
CONFERENCE SURVEY OF PATRICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

College Park, Md.
May 12, 1978

5. Needs of Advocates



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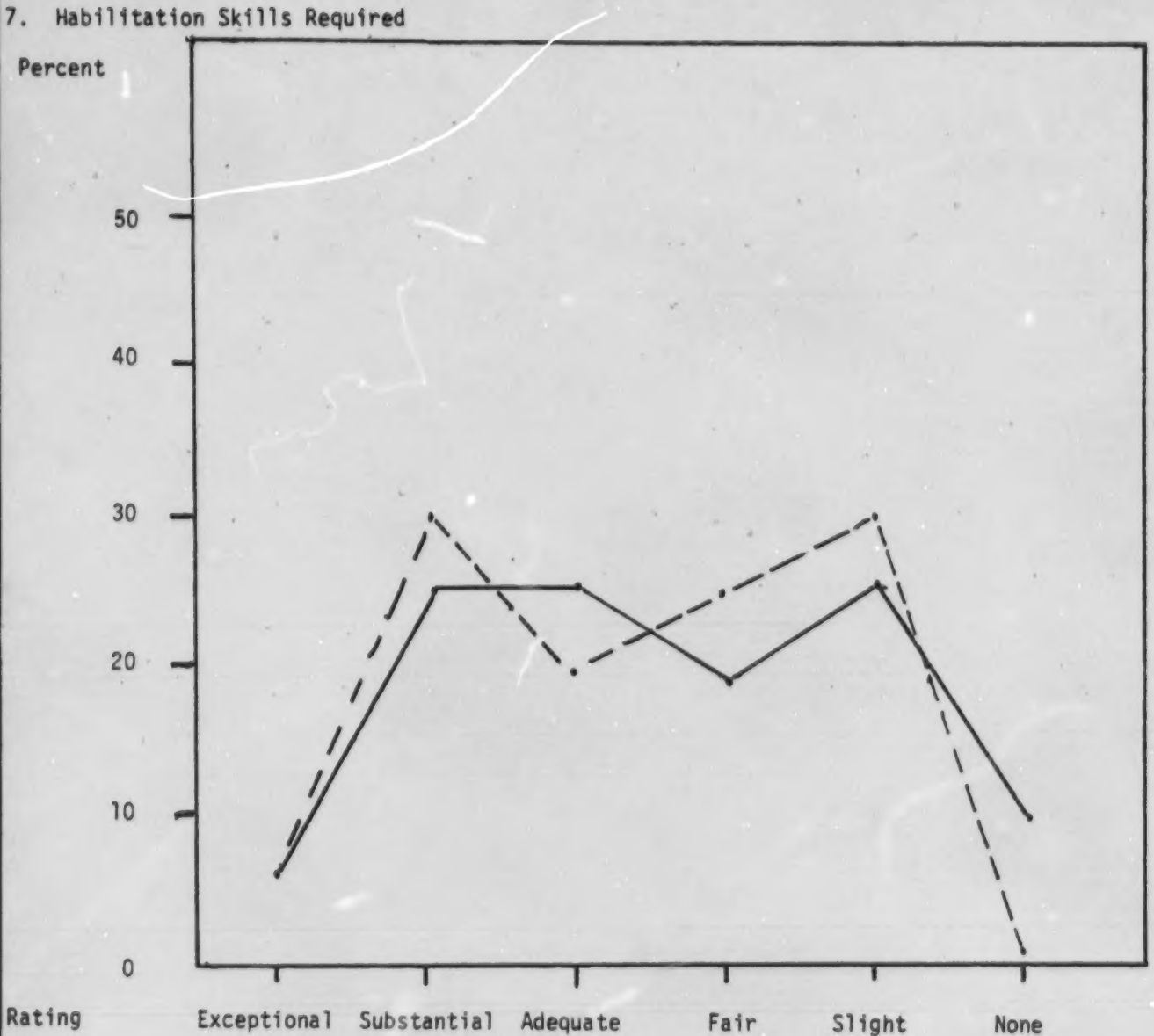
CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

College Park, Md.
May 12, 1978

7. Habilitation Skills Required



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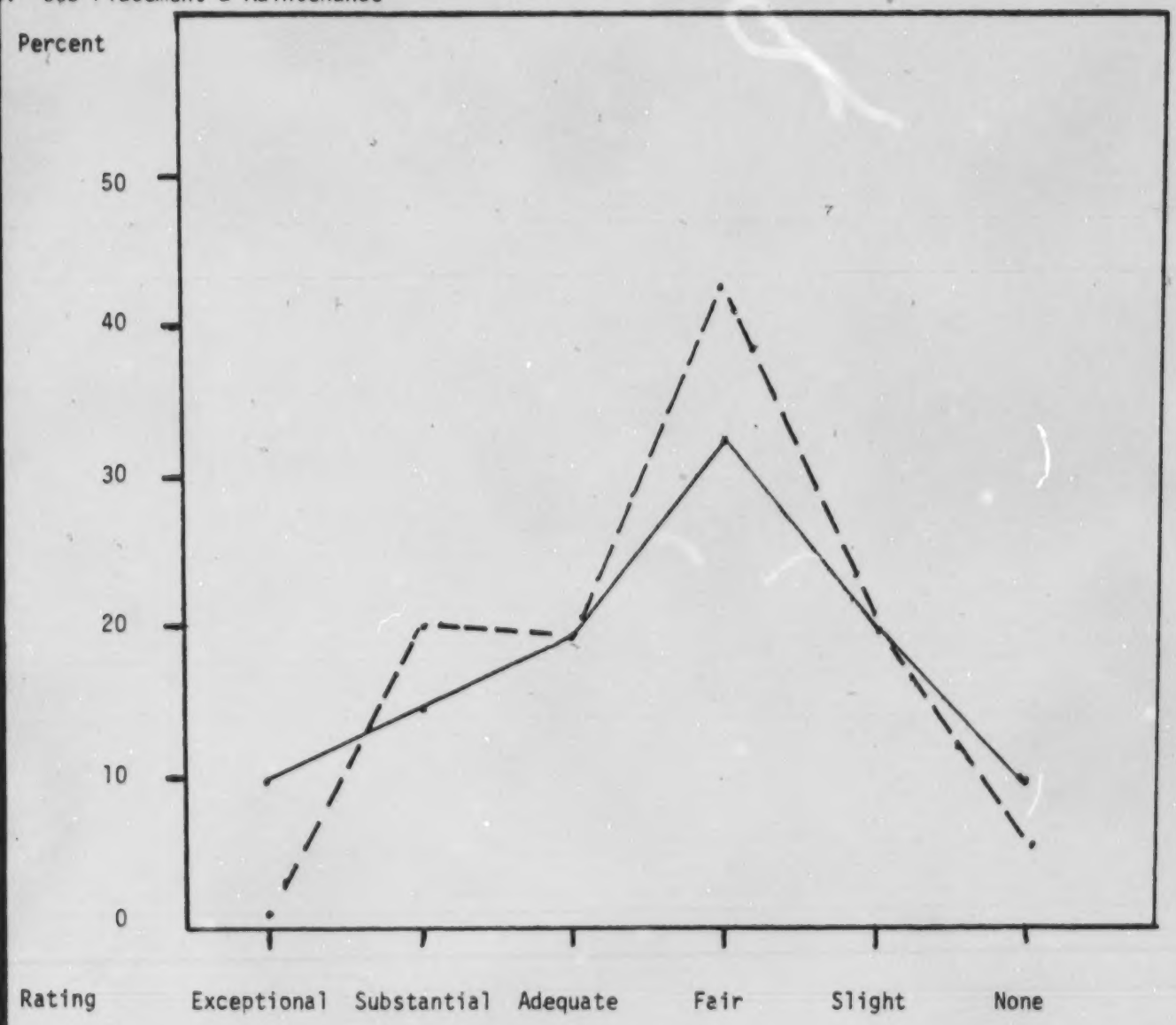
CONFERENCE SURVEY OF PARTICIPANT'S LEVEL
OF KNOWLEDGE AND UNDERSTANDING

College Park, Md.
May 12, 1978

. Job Placement & Maintenance



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Summary of
CONFERENCE EVALUATION
College Park, Md.
May 12, 1978

PRESENTATION	Assigned Rating												TOTAL		
	6 Excellent		5 Very Good		4 Good		3 Fair		2 Poor		1 Deficient				
	PCT.	PTS.	PCT.	PTS.	PCT.	PTS	PCT.		PCT.	PTS.	PCT.	PTS.	PTS.	Avg.	PCT
1. Program Overview (Manning)	9	12	50	55	32	28	9						101	4.6	77
2. Career Ed. Developmental Model (Sellars)	23	30	41	45	32	28	5						106	4.8	80
3. Insights Into Career Education (Beziat)	32	42	36	40	32	28							110	5.0	83
4. Philosophy of Try Another Way (Stoddard)	59	78	32	35	9	8							121	5.5	92
6. Demonstration Teaching Techniques (Mirman & Stoddard)	27	36	55	60	18	16							112	5.1	85
7. Task Analysis of Pen	32	42	45	50	23	20							112	5.1	85
TOTAL CONFERENCE RATING													662	5.0	84

Number of participants completing evaluation = 22 (36% of conference participants)

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CONFERENCE PARTICIPANTS

On the following pages we have provided a list of individuals and the agencies which they represent who participated in our adult education community conferences. We are pleased not only by their number, but by the large number of organizations they represent.

This list is provided to reinforce the notion that a wide variety of individual interests and experiences can come together to focus upon the needs of severely mentally retarded people within the "Career Education" umbrella. No other concept could have included the interests of all of these individuals and the missions of their agencies.

V. CONFERENCE DIRECTORY

HAGERSTOWN (Western Maryland)

PARTICIPANTS	EMPLOYING ORGANIZATION
Bell, Sherry	Eastern Panhandle Training Center
Ward, James	Eastern Panhandle Training Center
Blumenthal, Less	Victor Cullen Center
Minnick, Joseph	Victor Cullen Center
Bowman, John	United Auto Workers
Brandes, Michael	Friends Aware, Inc.
Haigh, Steven	Friends Aware, Inc.
Bufter, Katrina	Scott Key Center
McCarthy, Margaret	Scott Key Center
Rose, Neil	Scott Key Center
Coldsmith, Ruth	Washington County Child Development Center
Corbin, Nancy	Washington County Child Development Center
Loewenheim, Nancy	Washington County Child Development Center
Delucia, Joe	Vocational Rehabilitation
Keedy, Ed	Vocational Rehabilitation
Williams, Hugh	Vocational Rehabilitation
Dickinson, William	Washington County Association of Retarded Citizens
Harp, Hannah	Washington County Association of Retarded Citizens
Miller, Mary Jo	Washington County Association of Retarded Citizens
Sechler, Sharon	Washington County Association of Retarded Citizens
Siegrist, Jim	Washington County Association of Retarded Citizens
Spurgin, Michael	Washington County Association of Retarded Citizens
Edmonson, William	Department of the Army
Emerson, Dorothy	Allegany County League for Crippled Children
Fisher, Renee	Sheltered Workshop of Bedford, Inc.
Farra, William	North American Philips Controls Corporation
Fitz, Rodney	Maryland State Department of Education
Glick, Charlotte	Frederick County Association of Retarded Citizens
Powell, Annette	Frederick County Association of Retarded Citizens
Rader, Mary	Frederick County Association of Retarded Citizens
Tressler, Charles	Frederick County Association of Retarded Citizens
Ward, Susan	Frederick County Association of Retarded Citizens

Hagerstown (2)

PARTICIPANTS	EMPLOYING ORGANIZATION
Higgins, Catherine	Easter Seal Society
Shobe, Peggy	Easter Seal Society
Hull, John	Board of Education
Kennedy, John	National Alliance of Businessmen
Knode, William	Washington County Board of Education
Palamar, Tom	Washington County Board of Education
Reinhart, Evelyn	Washington County Board of Education
Schmit, Mabel	Washington County Board of Education
Trovinger, Evelyn	Washington County Board of Education
Tyson, Kenneth	Washington County Board of Education
Koch, Marlene	Goodwill Industries
Koontz, David	Appalachian Adult Activities Center
McNamer, Janice	Washington County Day Care Center for MR, Inc.
Moats, Christine	Washington County Day Care Center for MR, Inc.
Messer, Edward	Department of Vocational Rehabilitation
Nightingale, Jaunita	Cumberland Health Department
Scherer, Matthew	Maryland State Department of Health and MR
Schlossberg, Lynn	Governor's Committee on Employment of the Handicapped
Shaffer, Sondra	Parent Advocate
Stains, Barbara	Maryland Mental Retarded Association
Domminick, Marilyn	Unknown
Hoover, Don	Unknown
Johnson, Bruce	Unknown
Alexander, Marea	Central Fairfax Services
Patterson, Thomas	Central Fairfax Services
Walker, Randy	Central Fairfax Services
Callahan, John	Baltimore Association of Retarded Citizens
Chaplin, Cynthia	Baltimore Association of Retarded Citizens
Gertz, Jack	Baltimore Association of Retarded Citizens
Goeb, Tom	Baltimore Association of Retarded Citizens
Hamm, Joann	Baltimore Association of Retarded Citizens
Hundson, Joyce	Baltimore Association of Retarded Citizens
Silverman, Gloria	Baltimore Association of Retarded Citizens

WALDORF (Southern Maryland)

PARTICIPANTS	EMPLOYING ORGANIZATION
Albrittain, Mary	Charles County Board of Education
Potosky, Irene	Charles County Board of Education
Ashton, Pat	Spring Dell Center
Cramp, Lucille	Spring Dell Center
Miller, Gary	Spring Dell Center
Pickeral, Odra	Spring Dell Center
Thompson, Pat	Spring Dell Center
Mitchell, Gertrude	Spring Dell Center
Baumann, Ernest	St. Mary's County Developmental Center
Guthrie, Edward	St. Mary's County Developmental Center
Raley, John	St. Mary's County Developmental Center
Bender, Karen	Melwood Training Center
Pearce, Dan	Melwood Training Center
Papish, Cindy	Melwood Training Center
Szabo, Adam	Melwood Training Center
Bundy, Mary	National Science Foundation
Brown, Art	Division of Vocational Rehabilitation
Carter, Carol	Division of Vocational Rehabilitation
Combs, Frank	Division of Vocational Rehabilitation
Rosenthal, Janice	Division of Vocational Rehabilitation
Daughhetee, Scott	Charles County Association of Retarded Citizens
Davis, Ann	Charles County Association of Retarded Citizens
McCoy, Carole	Charles County Association of Retarded Citizens
DeShazo, John	Calvert County Association of Retarded Citizens
Heidemann, Duane	Calvert County Association of Retarded Citizens
Elliott, Robin	Calvert County Association of Retarded Citizens
Fisher, Thomas	Calvert County Association of Retarded Citizens
Escowitz, Edward	Calvert County Association of Retarded Citizens
Fenton, Florence	Prince Georges County Board of Education
Henke, Lorraine	Prince Georges County Board of Education
Schaffer, Mike	Prince Georges County Board of Education
Godfrey, Thomas	Green Holly School
Hameroff, Mike	Anne Arundel County Public Schools
Howes, Mildred	Calvert County Nursing Center
McQuinn, Betsy	Calvert County Nursing Center
Posey, Imogene	Calvert County Nursing Center
White, Barbara	Calvert County Nursing Center
Worley, Joyce	Calvert County Nursing Center

Waldorf (2)

PARTICIPANTS	EMPLOYING ORGANIZATION
Johnson, Doris	Prince Georges County Mental Health Center
Cullen, Sue	Calvert County Association of Retarded Citizens
Knight, Patricia	Calvert County Association of Retarded Citizens
Lee, James	Calvert County Association of Retarded Citiznes
Maida, Maria	Calvert County Association of Retarded Citizens
Pavlat, Peggy	Legislative Aide
Pitcher, Charles	Calvert County Governor's Committee on Employment of the Handicapped
Price, M.	Charles County Government
Smith, George	Physicians Memorial Hospital
Smith, Penny	Maryland Office of the Handicapped
Ward, Barbara	Prince Georges Association of Retarded Citizens
Abbott, Marie	Baltimore Association of Retarded Citizens
Allison, Sherri	Baltimore Association of Retarded Citizens
Booth, Linda	Baltimore Association of Retarded Citizens
Brune, Jerry	Baltimore Association of Retarded Citizens
Champlin, Cynthia	Baltimore Association of Retarded Citizens
Crouch, Robert	Baltimore Association of Retarded Citizens
Dunsom, Alfred	Baltimore Association of Retarded Citizens
Gertz, Jack	Baltimore Association of Retarded Citizens
Holloman, Albert	Baltimore Association of Retarded Citizens
Walker, Randy	Baltimore Association of Retarded Citizens
Woodbeck, Linda	Baltimore Association of Retarded Citizens
Callanan, John	Baltimore Association of Retarded Citizens

SALISBURY (Eastern Shore)

PARTICIPANTS	EMPLOYING ORGANIZATION
Benjamin, Dave	Dorchester Developmental Center
Cunningham, Margaret	Dorchester Developmental Center
Phillips, Jane	Dorchester Developmental Center
Benthall, Henen	National Aeronautics and Space Administration
Brown, Carol	Governor's Committee on Employment of the Handicaped
Brittingham, Melva	Deers Head Center
Bullinger, Jerry	National Association of Retarded Citizens

Salisbury (2)

PARTICIPANTS	EMPLOYING ORGANIZATION
Canny, Rose	Advocate
Norton, Robert	Advocate
Chambers, Marion	Mental Retardation Association
Creager, William	Maryland State Employment Services
Eberspacher, Cathy	Maryland State Employment Services
Cottman, JoAnn	Division of Vocational Rehabilitation
Hughlett, Thomas	Division of Vocational Rehabilitation
Marshall, Robert	Division of Vocational Rehabilitation
Miles, Robert	Division of Vocational Rehabilitation
Diekaison, Emma	Holly Center
Dunord, Jeanne	Holly Center
Eaton, Ellen	Holly Center
Esh, David	Holly Center
Frank, Manfred	Holly Center
Lednum, Donna	Holly Center
Royal, William	Holly Center
Wismans, John	Holly Center
Diller, John	Maryland State Department of Education
Fowler, Dawn	Dorchester County Board of Education
Greig, Phyllis	Dorchester County Board of Education
Fowlers, Sarah	Kent County Health Department
Hackett, Donald	Wicomico Teen/Adult Center
Worden, Delia	Wicomico Teen/Adult Center
Harris, Lynn	A Step-Up
Hickman, Ida	A Step-Up
Moore, Madeline	A Step-Up
Riggin, Jane	A Step-Up
Rollinson, Mildred	A Step-Up
Royal, William	A Step-Up
Hoy, Michael	Delmarva Power and Light Co.
Jennette, Sister	The Benedictine School
Patrick, M. Sister	The Benedictine School
Kellar, Richard	Mid-Shore Relief Care Program
Melvin, Valerie	Administration Assistant of Salisbury
Oaks, Teresa	Maryland Dorchester Development Center
Phillips, Jane	Lower Shore Sheltered Workshop

Salisbury (3)

PARTICIPANTS	EMPLOYING ORGANIZATION
Shultz, Luther	Worchester Developmental Center
Taylor, Lloyd	Kent County Board of Education
Tumola, Eduna	Tenneco Chemicals, Inc.
Hayes, Presley	Eastern Shore Direction Center
Williams, Dave	Eastern Shore Direction Center
Whaley, Eleanor	Queen Ann County Recreation Center
Nelson, Barbara	Governor's Committee on Employment of the Handicapped
Dix, W. S.	Chespeake Bay Plywood
Clarke, J. Dawson	Mayor, Pocomoke City
Mason, Patricia	Unknown
Callahan, John	Baltimore Association of Retarded Citizens
Champlin, Cynthia	Baltimore Association of Retarded Citizens
Gertz, Jack	Baltimore Association of Retarded Citizens
Harris, Anita	Baltimore Association of Retarded Citizens
Holloman, Albert	Baltimore Association of Retarded Citizens
Hoos, Kathy	Baltimore Association of Retarded Citizens
Lama, Denise	Baltimore Association of Retarded Citizens
Sidle, Stanley	Baltimore Association of Retarded Citizens

BALTIMORE (Central Maryland)

PARTICIPANTS	EMPLOYING ORGANIZATION
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Perl, Terry	Chimes
Sopka, Jane	Chimes
Bacharach, Irene	Baltimore City Public Schools
Biddinger, Marlene	Baltimore City Public Schools
Curry, Edith	Baltimore City Public Schools
Farfel, Phillip	Baltimore City Public Schools
Flowers, Delores	Baltimore City Public Schools
Fortune, Marie	Baltimore City Public Schools
Francis, Marie	Baltimore City Public Schools
Gee, Barbara	Baltimore City Public Schools
Hardy, Ella	Baltimore City Public Schools
Harmon, Fay	Baltimore City Public Schools
Holloway, Constance	Baltimore City Public Schools

Baltimore (2)

PARTICIPANTS	EMPLOYING ORGANIZATION
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Johnson, Toby	Baltimore City Public Schools
Kipp, John	Baltimore City Public Schools
Lee, Ossie	Baltimore City Public Schools
Miller, James	Baltimore City Public Schools
Parker, Eugenia	Baltimore City Public Schools
Parks, Hazel	Baltimore City Public Schools
Perrello, Patrick	Baltimore City Public Schools
Pettus, Sharon	Baltimore City Public Schools
Petters, Sharon	Baltimore City Public Schools
Radic, Virginia	Baltimore City Public Schools
Robertson, Janice	Baltimore City Public Schools
Simon, Rosalyn	Baltimore City Public Schools
Smith, Cathy	Baltimore City Public Schools
Talley, Ella	Baltimore City Public Schools
Warrell, Elsie	Baltimore City Public Schools
Wilson, Doris	Baltimore City Public Schools
Dixon, William	Baltimore County Public Schools
Graft, Bonnie	Baltimore County Public Schools
Martin, Jean	Baltimore County Public Schools
Miller, James	Baltimore County Public Schools
Blass, Loraine	Association of Placement and Guidance Bureau
Booth, Bert	Maryland Legislature Delegate
Johnson, Charity	Mayor's Office/Manpower
Ulle, Margaret	Legislative Aide
Baran, Jeff	Division of Vocational Rehabilitation
Bullinger, Carol	Division of Vocational Rehabilitation
Deignan, Gloria	Division of Vocational Rehabilitation
Dickerson, Jim	Division of Vocational Rehabilitation
Easton, Ann	Division of Vocational Rehabilitation
Ellingston, Niles	Division of Vocational Rehabilitation
Johnson, Almite	Division of Vocational Rehabilitation
Kopia, Richard	Division of Vocational Rehabilitation
Randall, Delores	Division of Vocational Rehabilitation
Robinson, Hildrith	Division of Vocational Rehabilitation
Turlington, Melvine	Division of Vocational Rehabilitation
Wilson, Beverly	Division of Vocational Rehabilitation
Winter, Ronald	Division of Vocational Rehabilitation
Chelson, Denise	Gould, Inc.
Keller, James	Bata Shoe Co.

Baltimore (2)

PARTICIPANTS	EMPLOYING ORGANIZATION
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Slaysman, Susan	Maryland Blue Cross
Fletcher, Isaiah	Bethlehem Steel
Fogg, David	Harry T. Campbell Co.
Fisher, Pat	C & P Telephone Co.
Collar, Terry	Rosewood Center
Magruder, Ann	Rosewood Center
Mielke, JoAnn	Rosewood Center
Reddick, Beverly	Rosewood Center
Spivey, Otelia	Rosewood Center
Tiano, James	Rosewood Center
Woolf, Sara	Rosewood Center
Dooz, Shelly	Baltimore City Social Services
Dorfman, Esther	Maryland Retardation Association
Terl, Beatrice	Maryland Retardation Association
Hanna, William	Northern Maryland Society for Aid to Retarded Children
White, John	Northern Maryland Society for Aid to Retarded Children
Johns, John	Turner-Occupational Development Center
Joseph, Margaret	Benedictine Habilitation Center
Slamo, David	Benedictine Habilitation Center
Leeman, Pat	Great Oaks
Lyddane, Margo	Health, Education and Welfare
Maskavyak, Michael	St. Elizabeth's School
Stone, Barbara	St. Elizabeth's School
Randolph, Theodore	League for Handicapped
Shaver, Elaine	Job Development Laboratory
Snukals, Arlynn	Closer Look
Spence, Karen	Linwood Children's Center
Sraver, F. Warren	Linwood Children's Center
Zerhausen, Peter	Linwood Children's Center

Baltimore (3)

PARTICIPANTS	EMPLOYING ORGANIZATION
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Sullivan, William	Carroll County Sheltered Workshop
Tankelson, Nancy	Sinai Hospital
Volkman, Judy	Lutheran Mission Society of Maryland
Walsh, Carol	Anne Arundel County Association of Retarded Citizens
Weinberg, Valerie	Turner/Occupational Development Center
Gould, Nancy	Baltimore City Parents and Friends of Retarded
Keefe, Thomas	William S. Baer School
Yellen, Mary	Howard County Board of Education
Allison, Dorothy	Unknown
Barnes, James	Unknown
Curry, Edith	Unknown
Hogan, Marguerite	Unknown
Huber, Caroline	Unknown
Reynolds, Harmon	Unknown
Seman, Virginia	Unknown
Zellars, Katie	Unknown
Steuart, Beverly	Advocate
Regusters, Margaret	Advocate
Buchwald, Roberta	Baltimore Association of Retarded Citizens
Cole, Deborah	Baltimore Association of Retarded Citizens
Fick, Kathy	Baltimore Association of Retarded Citizens
Friedman, Joyce	Baltimore Association of Retarded Citizens
Gardner, Melvin	Baltimore Association of Retarded Citizens
Geller, Richard	Baltimore Association of Retarded Citizens
Goldsmith, Bobby	Baltimore Association of Retarded Citizens
Kelly, Mary	Baltimore Association of Retarded Citizens
Lefko, Arnold	Baltimore Association of Retarded Citizens
Mainy, Anna	Baltimore Association of Retarded Citizens
Merenbloom, Stuart	Baltimore Association of Retarded Citizens
Pudlin, Robert	Baltimore Association of Retarded Citizens
Rossman, Danny	Baltimore Association of Retarded Citizens
Reiter, Alyce	Baltimore Association of Retarded Citizens
Silberman, Gloria	Baltimore Association of Retarded Citizens
Shifflett, Donald	Baltimore Association of Retarded Citizens
Sidle, Stanley	Baltimore Association of Retarded Citizens
Ulle, Wilbur	Baltimore Association of Retarded Citizens
Volk, Carol	Baltimore Association of Retarded Citizens

COLLEGE PARK (Capital District)

PARTICIPANTS	EMPLOYING ORGANIZATION
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Baber, William	Montgomery County Association of Retarded Citizens
Breedin, Michele	Montgomery County Association of Retarded Citizens
Daly, Kathy	Montgomery County Association of Retarded Citizens
Moore, Cory	Montgomery County Association of Retarded Citizens
Stark, Nancy	Montgomery County Association of Retarded Citizens
Bryan, Ed	Steven Knoll School
Kitzinger, Joe	Steven Knoll School
Coleman, Julie	Admore Developmental Center
Tiktinsky, Iris	Admore Developmental Center
Costella, Lorraine	Hillcrest Heights Special Center
Dempsey, Robert	Centers for Handicapped
DiMichael, Bernice	Centers for Handicapped
Israel, Nancy	Centers for Handicapped
McCarthy, Patricia	Centers for Handicapped
Moshier, Theresa	Centers for Handicapped
Roth, Joanna	Centers for Handicapped
Sorrells, Susie	Centers for Handicapped
Dionat, Patricia	Rock Creek Foundation
Pettit, Skip	Rock Creek Foundation
Donigian, Gertrude	Division of Vocational Rehabilitation
Hickey, Tom	Division of Vocational Rehabilitation
Rohrer, Marica	Division of Vocational Rehabilitation
Stewart, John	Division of Vocational Rehabilitation
Valle, Maryln	Division of Vocational Rehabilitation
VanDyke, Karen	Division of Vocational Rehabilitation
Ethridge, Enid	Prince Georges Health Department
Falcon, Beverly	Disbilities Law Project
Fowler, Bonnie	George Washington University
Fox, Lee	Regional State Employment Union Local
Currier, Barbara	Princess Garden Special Center
Harrison, Lynn	Montgomery College
Hirt, Paula	Howard County Workshop

College Park (2)

PARTICIPANTS	EMPLOYING ORGANIZATION
Doyle, Edward	Prince Georges County Board of Education
Holloway, Dorothy	Prince Georges County Board of Education
Savoy, Walter	Prince Georges County Board of Education
Johnson, Melodie	Prince Georges Association of Retarded Citizens
Kaufman, Barbara	Concord/Yellow Spring, WV
VanEvera, Peter	Concord/Yellow Spring, WV
Weinstock, Wendy	Melwood Training Center
Leney, Bruce	H. Wiship Wheatley School
Carey, Neil	Maryland State Department of Education
Garbell, Marie	Maryland State Department of Education
Maynard, Joan	Maryland State Department of Education
Misner, Susanne	Maryland Society for Autistic Children
Dashner, Ellen	Advocate
Novotney, Jeanne	Advocate
Pommer, Agnes	Advocate
Parker, Lois	Montgomery County Public Schools
Paretz, Sidney	Montgomery County Public Schools
Kelly-Rand, Katherine	Hope Center
Schneberger, C. H.	Governor's Committee for Coordinators of Services to Handicapped
Sleeth, Patricia	Volunteer in Politics
Woods, Steven	Maryland State Department of Health and Mental Retardatio
Morgan, Carol	Representative for County Executive
Coppedge, Lin	Anne Arundel Sheltered Workshop
Hodges. Katherine	Anne Arundel Sheltered Workshop
Howard, Mary	Anne Arundel Sheltered Workshop
Miller, Clyde	Anne Arundel Sheltered Workshop
Brune, Jerry	Baltimore Association of Retarded Citizens
Copeland, Wanda	Baltimore Association of Retarded Citizens
Hopkins, Leroy	Baltimore Association of Retarded Citizens
Sollins, Elaine	Baltimore Association of Retarded Citizens
Winell, Francis	Baltimore Association of Retarded Citizens
Cunningham, Mary	Baltimore Association of Retarded Citizens

College Park (3)

PARTICIPANTS	EMPLOYING ORGANIZATION
Evangelisti, Lilia	Chimes
Kollman, Donald	Chimes
Patterson, Tom	Chimes
Sisselman, Jacob	Chimes
Walker, Randy	Chimes
Barnes, Kenneth (Special Guest)	Office of Career Education
Hoyt, Kenneth (Special Guest)	Office of Career Education

PLANS FOR THE FUTURE

As a result of the operation of this project the Center has become more deeply committed to the use of "Career Education" as the most appropriate umbrella concept for the development of severely disabled people. The Center is building education information into each of its regular programs which provide training to approximately 500 human services workers in Region III each year.

Because of the awareness generated by this project, a special committee "Career Education of the Handicapped" has been formed by staff within the Maryland State Department of Education which will meet regularly to co-ordinate services and share information such as was shared in our conferences.

Career Education of the disabled is now a possibility in Maryland because more people know it can be done as a result of attending the conferences, reviewing the proceedings, etc. The Center has reproduced an extra 1,000 copies of the monograph at its own expense and will continue to make them available at cost in Maryland, the Region, and the Nation.

SUMMARY OF MONOGRAPH

INTRODUCTION

This monograph is unique because the needs of severely mentally retarded persons are uniquely different than those of other populations. For example, among normal populations, skill development within the behavioral domains of intellect, emotion, and motor performance is assumed, i.e., the individual identifies with and models after other individuals with whom he comes into contact. With severely mentally retarded persons, this is not usually the case, i.e., the development of skilled behavior cannot be assumed.

Because of the depth of behavioral deficits among the retarded population, a comprehensive approach to development and instruction of that population is needed. This monograph presents such as an approach, with special emphasis on career education.

For example, in the first chapter, A Perspective on the Social and Cultural History of Severely and Profoundly Mentally Retarded Persons, Drs. Biklen and Dybwad describe a number of developmental "differences" between normal populations and the severely and profoundly retarded populations. First, they explore differences in developmental experiences among the two populations. Second, Drs. Biklen and Dybwad present the institutionsalization history of retarded persons and the social policies which resulted in their exclusion from society. Finally, the authors cite the appropriateness of the current move toward career education of mentally handicapped persons, proposing this as a legal and social right.

In CHAPTER TWO, The Career Education Needs of Severely Mentally Retarded Persons, Dr. Donn Brolin expands the concept of career education to include the economic, social, and vocational fulfillment of retarded persons. Because of this, Dr. Brolin is clear that the career education needs of severely mentally retarded persons are qualitatively different from the needs of non-handicapped persons. Within this chapter, the career education needs of the handicapped population are described in detail. Finally, Dr. Brolin suggests that differences in needs may well be an area of exploration by career education policy planners.

In the third chapter, Developmentalism and Career Education: Their Relationship to Severely Mentally Retarded Persons, Dr. Sellars explores the need for a philosophy of human development which he has termed "Developmentalism". The developmentalism philosophy is postulated from the premise that most educational curricula that are designed for the instruction of retarded persons are in need of a philosophical foundation. And, since career education is one of those curricula, the need for a philosophical foundation is indicated.

Further, Dr. Sellars presents an educational technology, "Developmental Education", which has been designated as the "hardware of education", i.e., educational processes that are used within educational contexts to deliver curricular content. Finally, Dr. Sellars describes a "Developmental Career Model" which connects and extends the concepts of career education and career development.

In CHAPTER FOUR, A Technical Strategy for Career Education and Career Development of Severely Mentally Retarded Persons, Dr. Denis Stoddard presents the rationale for and methodology of task analytic technology, an instructional approach that is particularly appropriate for use with mentally retarded individuals, especially severely and profoundly retarded persons.

The task analytic technology approach focuses the responsibility for learning on the educator, not the student. This approach to education is somewhat unusual, since evaluation of learning outcomes is focused on the educator as well as the learner; and, in the end, the educator is held most responsible.

The instructional strategy of task analytic technology is based on three aspects of the learning environment. The first aspect is content, i.e., the parts of the thing to be learned. The second aspect is method, i.e, the way in which the parts of a thing are joined together. For example, in most learning experiences, we find that there is more than one way to design or assemble the parts of an idea or object.

The third aspect of instructional strategy is process, i.e., the course of the teacher-student interaction within the learning experience. Dr. Stoddard concludes his presentation with the position that task analytic technology is the preferred mode of instruction in the career education of severely mentally retarded persons, due to its precision instructional attributes and its flexibility in format.

In the final chapter, Exploration of the Need for a Career Education and Career Development Specialist Program in Job Placement, Dr. William Usdane explores the history of the job placement specialist in regard to special populations. In Part One of the chapter, he proposes broadening the definition of the "Placement Specialist" by retitling the position as "Career Development Specialist". Through these means, the specialist would assume responsibility for job placement and maintenance, career education, and career development, as well. In Part Two of the chapter, Dr. Usdane presents evidence from the professional literature in support of his proposal for a Career Development Specialist curriculum.

In summary, this monograph makes its appearance at a most propitious time, since its topics are current. Presently, professionals throughout the United States are conducting research and demonstration studies focused on the developmental aspects of severe mental retardation. Appropriately, this monograph deals with the career education aspects of that developmental process. By intention, the chapters of the mongraph reflect the developmental approach. Since, in the last analysis, we believe that career education is a developmental principle, and, as a guiding concept, should be

fit to the developmental education needs of severely mentally retarded persons, whatever those needs may be.

S.G.S.
June, 1979

A PERSPECTIVE ON THE SOCIAL AND CULTURAL HISTORY OF SEVERELY AND PRODOUNDLY RETARDED PERSONS

by DOUGLAS BIKLEN, Ph.D.
The Center on Human Policy
Syracuse University

GUNNAR DYBWAD, Ph.D.
Professor Emeritus
Brandeis University

Dr. Biklen is currently Director, Center on Human Policy, Syracuse University. His present leadership in the human services is in the area of advocacy for children with disabilities. Dr. Biklen's academic interest focuses on "nandicapism", an area in which he conducts research on forms of discrimination, prejudice, and stereotyping of individuals with disabilities. In 1979, Dr. Biklen was honored by the Journal of Exceptional Children through his appointment as Associate Editor. He is a member of the Legislative and Social Issues Committee of the American Association on Mental Deficiency, a member of the Council for Exceptional Children, and a member of the Society for Study of Social Problems. Dr. Biklen has attained recognition as a consultant and author in national policy as it pertains to handicapped populations.

Dr. Dybwad is currently Professor Emeritus of Human Development, Brandeis University and Adjunct Professor, the Center on Human Policy, Syracuse University. His present leadership and academic interests in the human services are focused on the legal aspects of disability and handicapping conditions, especially as they apply to social and vocational potentials of persons with severe disability. Dr. Dybwad was a pioneer in the use of the courts to safeguard the human and civil rights of handicapped individuals. He was influential in the Pennsylvania Association of Retarded Citizens' lawsuit which resulted in the Pennsylvania Right to Education Statute. In 1977, Dr. Dybwad was awarded the Doctor of Humane Letters Honorary Degree by Temple University. In 1976, he was made an Honorary Associate Fellow of the American Academy of Pediatrics. Dr. Dybwad has been President of the International League of Societies for the Mentally Handicapped. In addition, he is a Fellow of the American Orthopsychiatric Association. Dr. Dybwad is also an acknowledged, national expert in the legislative and legal influences which impact handicapped populations.

Editor's Note:

In nearly all special populations, career education has had some kind of informal beginning. In scouting for example, individuals have had to master specific career information in order to earn certain merit badges. These informal beginnings of career education have not developed in all special populations, however. For example, severely mentally retarded persons have not had career education available to them. Further, almost without exception, they have not had any vocational training or career development experiences whatever.

In this chapter, Drs. Biklen and Dybwad trace for us the antecedents which have brought about a "left-out status" for severely mentally retarded persons. They review, also, psychometric classification systems which are the bases for labelling retarded persons by I.Q. level. In the past, if one has been labelled severely or profoundly mentally retarded, career education options have been virtually non-available to them.

In their discussion of the social and cultural history of severely mentally retarded persons. Drs. Biklen and Dybwad present the history of institutionalization and the social policies which resulted in "left-out status" for this population. They give special attention to the development of large institutions and the social policies which influenced that development, including legal, academic, and political influence.

Then, Drs. Biklen and Dybwad make a special case for the effects of those influences on the development of severely mentally retarded persons. Those influences include "normalization", the "least restrictive alternative", "mainstreaming", and "deinstitutionalization". The knowledgeable reader will recognize that set of concepts as "current vogue" in the treatment of the mentally retarded population. In the last several years, one might transform that quartet of treatment concepts into a sextet of concepts by including "task analytic technology" and "developmental psychology".

In their conclusion, Drs. Biklen and Dybwad encourage and support the current movement toward the career education of severely retarded persons. They link that movement directly with a newly espoused "right", the right to work, for special "left-out populations". Further, these authors suggest, sensitively, that an unconditional "right-to-work" must be a legislative mandate, in order to ensure the career development of mentally retarded persons. Drs. Biklen and Dybwad believe that once this mandate is achieved, career development will be a natural extension of career education, which it is now for non-handicapped populations. In this chapter, the social and cultural roots of that "natural extension" are described.

THE CAREER EDUCATION NEEDS OF SEVERELY MENTALLY RETARDED PERSONS

by DONN E. BROLIN, Ph.D.
College of Education
University of Missouri-Columbia

Dr. Brolin is currently Professor of Education and Director of Undergraduate Rehabilitation Services Education, University of Missouri-Columbia. His present leadership and academic interests are in the areas of career education and career development of the handicapped. Dr. Brolin has published numerous professional articles and books dealing with topics in the human services, especially in the areas of rehabilitation and career education. In 1978, Dr. Brolin received the Leadership Award of the National Association of Vocational Education Special Needs Personnel, a division of the American Vocational Association. Additionally, he was the first President of the Division on Career Development of the Council For Exceptional Children, 1976-78. Dr. Brolin is recognized nationally for his consultative roles in human services concepts and practices.

Editor's Note:

In recognition of the special needs of severely mentally retarded persons. Dr. Brolin expands the definition of career education to include the economic, social, and personal fulfillment of this population. Parallel to that which was cited in a previous chapter, he casts the need to implement career education within a developmental approach. Through a broad-based approach such as that, career education topics would be expanded beyond occupational topics to include daily living, and personal-social topics.

Again, this expansion in the career education concept is necessary to accommodate the many developmental needs of individuals who are severely mentally retarded. As background for this necessary accommodation, Dr. Brolin lists a number of obstacles to their vocational normalization. Among other things, these obstacles include questionable vocational assessment procedures, lack of work incentives, and poor or nonexistent accountability of services provided.

In way of elaborating the career education needs of severely mentally retarded persons, Dr. Brolin presents three need areas which he has identified (daily living, personal-social, and occupational) and the career education competencies which he believes are associated with each need area. In doing this, through inference, he demonstrates that there are connections among these career education need areas. Across developmental pathways, these critical connections, then, are the basis for an expanded and elaborated view of career education, since those connections are more easily established and maintained within a non-handicapped population.

Optimally, for each developmental need area, there ought to be an associated service area. For example, if an individual's career development is contingent upon a specific motor performance and that individual is deficient in that skill, then available developmental services should designed so as to provide skill training in that developmental need area. In this example, one may ascertain easily that career education has a central role because the disabled person needs career information which will provide knowledge relevant to the career decisions which he must make.

Dr. Brolin concludes his discussion of the career education needs of severely mentally retarded persons by pointing out the importance of the outcomes of vocational evaluation to their career education. In regard to evaluation in normal school populations, performance on classroom tests is an indicant to the student of his career status, i.e., a test result is a part of career education, since the student's grade is feedback on how well he is performing during preparation for a career. If we extrapolate our example to handicapped populations and particularly to vocational evaluation, it seems reasonable to conclude that the results of vocational evaluation would be valuable career education information for use by handicapped individuals.

In this chapter, Dr. Brolin establishes clearly the career education needs of severely mentally retarded persons. He makes it clear, also, that their career needs are qualitatively different, when compared to the needs of non-handicapped individuals. The difference in career education needs between these two populations may well be an area for exploration by career education policy planners. Here, at any rate, the depth of that difference is demonstrated vividly.

DEVELOPMENTALISM AND CAREER EDUCATION: THEIR RELATIONSHIP TO SEVERELY MENTALLY RETARDED PERSONS

by STANLEY G. SELLARS, Ph.D.
College of Education
University of Maryland

Dr. Sellars currently holds a joint appointment within the College of Education, University of Maryland. He is an instructor in the Rehabilitation Counseling Program, Department of Counseling and Personnel Services and Senior Associate Staff in the Center of Rehabilitation and Manpower Services, Department of Industrial Education. Dr. Sellars has demonstrated leadership in habilitation and rehabilitation of severely mentally retarded persons and mentally ill persons. His academic interests include psychiatric rehabilitation, effecting planned-change in organizations, and career education and career development of severely mentally retarded persons. Academically, Dr. Sellars has been cited as a distinguished scholar by the University of Maryland. His professional affilitations have included the National Council on Reha-

bilitation Education, American Personnel and Guidance Association, National Rehabilitation Association, and the American Psychological Association. In addition, Dr. Sellars is Director of Concept for Human Development, a modular problem-solving consulting practice which specializes in research designs, management consultation, program development, and program evaluation.

Editor's Note:

Expressed in its broadest semantic, career education is a developmental concept. In this chapter, Dr. Sellars presses that point sensitively, yet insistently. In doing that, he states the belief that a developmental premise is needed to provide developmental opportunities to severely mentally retarded persons. Of course, in the context of this monograph, that premise would be focused directly on career education, since career education is considered to be one developmental area within the total developmental experience of each person.

In our work with severely mentally retarded persons, Dr. Sellars suggests that there is a need to evolve a philosophy of development which he has termed "Developmentalism". This "Developmentalism" philosophy could be viewed, then, as a premise for our educational and treatment programs of the mentally retarded population. In this way, the "Developmentalism" concept would provide a clear focus for our professional endeavors and could become a functional basis from which to measure our professional performance.

Dr. Sellars elaborates this point-of-view by identifying "Developmentalism" as the philosophy of human development and "developmental education" as the technology of human development. In this format, developmentalism is the premise for what is to be done, and developmental education is the set of propositions which support educational practices. In way of illustration, career education may be considered as one of the propositions within developmental education.

Continuing his discussion, Dr. Sellars moves from philosophy and technology into goal setting. In doing this, he identifies "developmentalism actualization" as the goal of developmental education. In this context, "developmental actualization" means that, through the influences of genetics and culture, it is possible that each individual could attain the goal of optimal development. From this, it seems prudent to assume, also, that when an individual achieves optimal development, that individual consolidates significant gains in self-concept development, i.e., the way in which one values oneself.

A TECHNICAL STRATEGY FOR CAREER EDUCATION & CAREER DEVELOPMENT OF SEVERELY MENTALLY RETARDED PERSONS

by DENIS STODDARD, Ph.D.
National Children's Center
Washington, D. C.

Dr. Stoddard is currently Director of Residential and Vocational Services, National Children's Center, Washington, D. C. His leadership in the area of human development is currently focused on task analytic technology, especially as it is applicable to the vocational development of individuals who are severely and profoundly retarded. Other academic interests of Dr. Stoddard include comprehensive task analytic technology approaches to training,career education and career development concepts, and conflict resolution methods which can be applicable to the mentally retarded population. Dr. Stoddard's professional affilitations include the Council for Exceptional Children, the American Association on Mental Deficiency and the American Psychological Association. Dr. Stoddard is recognized, also, as a national consultant in the application of task analytic technology.

Editor's Note:

In career education of the severely mentally retarded, it is most appropriate to ask what the viable career choices are which they must make? In large part, these choices will depend on what skills they are able to acquire. In turn, this rests largely on the instructional modality used. In this chapter, Dr. Stoddard addresses this issue and recommends to the reader that task analytic technology may be preferred educational modality for accomplishing this.

Dr. Stoddard believes that in career education, as in other educational areas, the power or effectiveness of the learning experience is, primarily, in the instruction. This means that the major influence in the learning experience is invested in the instructional process. Therefore, learning content, methods, processes, motivation, and results are educator responsibilities.

In no other populations of which we are aware is this "educator responsibility for learning outcomes" more relevant than in the severely and profoundly mentally retarded populations, with the possible exception of the mental health and corrections populations. Due to this high "educator responsibility for learning outcomes" within the mentally retarded population, exceptional control over the learning process appears to be indicated. Dr. Stoddard believes that task analytic technology provides that control over the learning process, and is preferred, therefore, in instruction of that population.

From this, it may be concluded that the power in task analytic technology inheres in its systematic treatment of the learning experience. Through this systematic approach, task analytic technology separates the learning experience into three parts: method, content, and process. Within the learning experience, each of these parts interacts with the other two parts. In the following paragraphs, these three parts are described briefly.

The task method, one of the three basic parts of task analytic technology, consists of the variety of ways in which a task can be accomplished. For example, in the task of "putting a key in a lock" there are at least two parts of the task available for method differences. These are the finger-positioning part and the hand-movement part, since both of these parts can be varied as to method. In regard to this, one can see that a key can be held in many different finger positions and, in inserting a key, that hand movement can vary, also, to a considerable degree.

The task content, the second of the three parts of this instructional approach, consists of the steps of the method chosen. For example, the task content for putting a key in a lock might include a step by step description of the finger positioning, hand movement, etc. These parts, then, comprise that task content.

The instructional process consists of that part of the learning experience which describes the way in which the task is taught and other necessary information, i.e., "the instructional plan of action". Note here that the learning experience is expanded to include the instructor, his behaviors and the materials that are needed to provide an effective learning experience. This raises the complexity of the learning experience considerably, since the instructional process must make use of the task-content and method as well.

In his conclusions, Dr. Stoddard states that task analytic technology, i.e., the instructional approach used to teach career-related skills, is a key factor to be considered in the educational process of vocational choice, especially in the career education of severely mentally retarded persons. In other chapters of this monograph, we have reviewed the differences in career education content needed by handicapped and non-handicapped populations. In this chapter, Dr. Stoddard has presented critical training factors related to acquiring competencies and to the career education choice-process itself.

EXPLORATION OF THE NEED FOR A CAREER EDUCATION AND CAREER DEVELOPMENT SPECIALIST PROGRAM IN JOB PLACEMENT

by WILLIAM M. USDANE, Ph.D.
Rehabilitation Services Administration

Department of Health, Education and Welfare

Dr. Usdane is currently Director, Bureau of Demonstrations and Manpower Development, Rehabilitation Services Administration, Department of Health, Education and Welfare. His leadership in the human services field is focused on community and job adjustment of clients and their post-placement career development. The development of professional personnel in advocacy roles for service in behalf of severely handicapped persons is one of Dr. Usdane's current academic interests. In 1978, Dr. Usdane was honored by the New York University Graduate School as its Alumnus of the Year. Further, Dr. Usdane has served as President of the American Rehabilitation Counseling Association and as President of Division 22, Rehabilitation Psychology, the American Pscyhological Association. He is noted, also, for his outstanding service to the rehabilitation community throughout the United States and other areas of the world.

Editor's Note:

The history of job placement and job maintenance services provided to severely mentally retarded persons is open to considerable criticism. In this chapter, Dr. Usdane suggests a number of ways to remedy many of the deficits within the placement process. In carrying this out, he believes that examination of the adequacy of placement and its allied services should be expanded to placement services for all severely handicapped persons.

From this, one might view the inadequacies of placement services as a set of barriers to optimal vocational adjustment of the severely handicapped population. Foremost among these barriers is the absence of specific training of graduate personnel in job development, placement, and maintenance. Whenever that inadequacy is remedied, other inadequacies in the placement system will be more amenable to change as well.

If inadequate preparation of graduate personnel in placement services is a major barrier to successful career entry of severely handicapped persons, then the non-involvement of business and industry in the placement process must rank as a second major barrier. For example, in demonstration studies in which business has been involved in the placement process, career entry results have been promising.

From this, Dr. Usdane believes that once we can assume that business is sufficiently involved in the placement process and that Career Development Specialists have received adequate professional preparation, we should direct our attention next to the developmental passages of individuals who are severely handicapped. In regard to this, Dr. Usdane cites Erikson's (1959) developmental stage of "industry versus inferiority" as a potential psycho-social developmental crisis of handicapped persons. He believes that a Career Development Specialist should assist the individual who is handicapped in developing sufficient "industry" to enter into a career. In large part, career education may be one means of developing adequate "industry" and "ego-identity" within the population of severely handicapped persons.

Recently, many of these topics have begun to appear in professional journals. Because of this, Dr. Usdane assumes that a trend has begun which will result, at a minimum, in improved communication in regard to the placement requirements of the handicapped population. Communication of that kind may provide career education concepts not only to professionals, themselves, but through them to the populations which they serve.

In addition to developing human resources for the career education of severely mentally retarded persons, Dr. Usdane believes that specific placement materials and learning packages should be developed also. He informs us that the effort to develop these materials is well underway in various settings throughout the country, especially in industry and in institutions of higher education. Much of this programmatic development development is being carried out within research and demonstration settings.

In summarizing his major points, Dr. Usdane reminds the reader that the Career Development Specialist is the single, most important variable in the successful career education of severely handicapped persons. Further, he suggests that the professional preparation of the Career Development Specialist should extend beyond traditional educational programs to include learning experiences within the settings of business and industry. Through these means, the career education of severely handicapped persons can be improved and over the long-term made sufficient.

INCREASING CAREER EDUCATION AND CAREER OPPORTUNITIES FOR THE SEVERELY RETARDED PERSON THROUGH USE OF ADULT EDUCATION PROGRAMS WITHIN COMMUNITY SETTINGS

CONFERENCE PROCEEDINGS

Conducted by

Center of Rehabilitation and Manpower Services
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I. HISTORY AND PURPOSE

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Career Education is another intellectual burden for severely retarded persons. According to Dr. Kenneth Hoyt, Director of the Office of Education, Career Education is "the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living". Applied to severely mentally retarded persons this means that Career Education includes total personal development. It includes education in self-care skills, social skills, recreational skills, academic skills, and vocational skills. Because it is unlikely that most severely retarded persons will ever understand what is meant by Career Education or the distinctions between things that are called Career Education, we, as advocates of the retarded, must learn Career Education and then develop an effective program of action to best serve their needs. As advocates we are referring to parents, human service workers, labor leaders, educators, the business community, the clergy, and other high functioning retarded persons. Each of these group needs training in Career Education ideas as they relate to severely retarded persons.

There are a minimal number of jobs available for severely retarded persons and those that are available are usually of a menial nature. Most severely retarded persons who are employed are working in simple task areas such as cleaning, pruning, raking, stapling, and carrying. Few do work that is considered complex, yet the National Children's Center in Washington, D.C. has trained severely handicapped persons to work on electric circuit boards contracted out by the National Aeronautics and Space Administration as well as Goddard Space Center. Unfortunately, there are still a great many severely retarded men, women, and young adults in communities throughout the nation who are willing and capable of working, but because of the stigmatized societal attitudes regarding the career potential of retarded individuals, these people are unemployed. According to the National Association of Retarded Citizens, many employers continue to practice old fashioned unselective rejection: automatically saying "NO" to any mentally retarded job applicant simply because he's mentally handicapped, regardless of his/her ability to do that particular job and do it well. In a recent article in Personnel Journal, (May 1977) it was stated that, of the approximately six million mentally retarded persons in the United States, 95% are capable of competitive employment given proper educational and training opportunities. Yet, only a small percentage of this sizable amount is currently on the job. In order to correct this situation we must educate the business, industrial and educational community to the career potential of severely retarded persons. We must change employers' attitudes from unselective rejection to selective placement: putting the right person in the right job regardless of his handicap.

If advocates are to help severely retarded persons in their career education, then the advocates must be trained in career education and career opportunities as these ideas apply to retarded persons. The burden of career education for the retarded person falls necessarily then, on the advocate; and so it must be.

Until the recent federal legislation outlined in Public Law 94.142 Education of the Handicapped, there was no provision for a unified, comprehensive educational program for retarded individuals in our country. Thus, many

retarded persons received no education. Ofter retarded individuals were institutionalized in public hospitals where there was no provision for their education, let alone career education. A case study at Rosewood State Hospital in Maryland depicts the quality of service delivery systems. In 1971, "Ann" was a thirty-one year old woman confined to her crib. Ann was nonverbal, non-ambulatory and functioning at a low level. The state was maintaining Ann's existence, but they, her advocates, had done little to foster her potential growth. She was diagnosed as severely retarded with an I.Q. of 30. (The Mental Retardation Administration defines severely mentally retarded persons as having an I.Q. between 15 and 35.) With a 1972 administrational change, Ann was taken from her crib and given instruction in speech, hearing, and mobility. Today, at thirty-seven years old, Ann rides public transportation and has begun to integrate into society. Ann is illustrative of most institutionalized retarded persons. She was a product of an uniformed advocacy group. As a result of a low I.Q., Ann was restricted to watching life from a crib rather than being a part of it. "Equality of opportunity in America must never be restricted by an I.Q. number. All people of this land, the mentally retarded included, must have the opportunity to strive for independence, to strive for jobs" (Former President Lyndon B. Johnson). For the mentally retarded person, this is still a quotation rather than a reality.

Dr. Wolf Wolfsenberger (1972) called on those persons interested in helping retarded persons make a place for themselves in the world to assist retarded persons in achieving normalization. This means that in so far as possible, the retarded person should be taught to behave like everyone else. This means that, to the best of his ability, the retarded person should love, work, and play just like the rest of us.

Normalization and deinstitutionalization of retarded persons are concepts expressed in public law, and in public mandate. In a landmark decision, handed down on December 23, 1977, U.S. District Court Judge Raymond Broderick ruled that keeping the mentally retarded in institutions violates the 14th Amendment to the Constitution. This provides for the right to equal protection under the law. Judge Broderick felt that institutionalized retarded individuals were not receiving minimal habilitation in order to reach maximum development toward normalization. Habilitation must include career education in accordance with the established principles of normalization and deinstitutionalization. To that end, it is the advocates who can best help the retarded in applying career education concepts as they relate to the principles of normalization and deinstitutionalization.

As an exemplary demonstration of what can be done to develop career education ideas for the retarded person, we are proposing to expand this exemplary project from the sate level to one of national scope. In doing such, we will hold a series of public education conferences throughout the United States as well as participating in other public education activities that will increase public awareness of the philosophy, methods and practices related to career education of severely retarded persons. In order to carry out these conferences and other public education activities, we have enlisted the endorsement and participation of the Mental Retardation Administration, the National Association for Retarded Citizens and the National Education Association, Business, Labor, Union leaders and state legislatures. Many of these people and others from the State of Maryland were instrumental to this pro-

ject through their participation and support at the state level. We must now involve their counterparts at the national level.

The nature of this project is to demonstrate effective methods and techniques in the career education of severely retarded persons in order to reduce stereotyping in career choices on the basis of mental abilities where such abilities are not related to career requirements. The purpose of the training has a two-part focus: first, we believe that career education and career opportunities of severely retarded persons are related directly to the general public's knowledge of their career positions; and, second, many professional persons who serve severely retarded persons believe that most of their clients do not understand career education concepts, therefore, they believe that other persons must serve them as advocates or surrogates in regard to career education matters.

As a result of the focus of this project, we have designed maximal interaction and involvement of labor, consumers, business, professionals, guardians, industry, and the general public. The paragraphs which follow provide information of our current strategy for involvement and interaction of target groups.

Guardians of severely retarded persons are one of the most important groups of people who can be of help directly to them. For that reason and because individuals are less likely to participate in public education programs than are persons who are organizationally related, a special effort will be made to assure the interaction and involvement of guardians of severely retarded persons. We plan to have guardians comprise 12% of the participants of the regional community conferences. In addition, the audio-slide package may be presented to groups of guardians who, in the opinion of many persons, can serve best as advocates of career education for severely retarded persons. We believe, also, that these guardians may be prime educational resources in interaction with other groups that will participate in the project.

Business and industrial personnel are also primary resources for interaction in a project which is designed to promote public education and alter public opinion. The involvement of business and industrial persons is essential in the career education of severely retarded persons, since those persons will ultimately be their advocates within the commercial environment. We plan to have business and industrial persons comprise 25% of the participants in the project's activities. Within reasonable limits, we plan to have business and industrial persons assume specific leadership roles in certain project programs.

Consumers, i.e., severely retarded persons, will comprise 12% of the participants in the activities of the project which are suitable for their participation. We believe that their involvement in the regional community conferences would be especially pertinent because in that setting they could provide considerable information in regard to their own career education needs. In addition, the consumers might be of considerable influence in the public-education-through-media portion of the project.

Representatives of the labor movement within the State of Maryland are another group that have direct influence on the career education and career

opportunities of severely retarded persons. We plan to include them as 12% of our participants within pertinent activities. For example, the involvement of labor representatives at the regional community conferences and at the audio-slide presentations has potential for creating interactions between labor, business, and industry which may improve career education and career opportunities for severely retarded persons.

Those professional persons who provide services to severely retarded individuals may be another primary educational resource with whom interaction and involvement by others is desirable. For that reason, we plan to have professional persons comprise 12% of the participants in the project's activities. Since professional persons represent the habilitation community, their participation may serve to alter attitudes within institutional settings, in regard to the career education needs of severely retarded persons. It is our design to educate more professional persons as career advocates of their clients.

The general public is, of course, another significant population of interest. Public acceptance of career education and career opportunities for severely retarded persons is essential to increased opportunities for them. This project has objectives that are specifically designed to inform the public in regard to the project's purpose. We plan to have the general public comprise 12% of the project's participants in programs such as the regional community conferences and the audio-slide presentations. Programs such as public-education-through-media and public endorsements are designed especially for public consumption. If the project is successful in involving the general public in its programs and activities, then the project purpose will have been served well.

The special groups which are mentioned in the paragraphs above are selected for interaction and involvement in the project because of their relationships with severely retarded persons. Efforts will be made to create optimal interaction and involvement among these special groups. If we receive information that other individuals or organizations might increase the effectiveness of the project through their interaction and involvement, we would invite their participation, of course.

A. GOALS AND OBJECTIVES

The goal of this project was to increase career education potential and career education opportuntites for severely retarded persons through demonstrating effective methods and techniques in their career education in order to reduce stereotyping in career choices on the basis of mental abilities where such abilities are not related to career requirements. The activities of the project comprised community conferences, audio-slide presentations, public appearances, public endorsements, published proceedings and a monograph. The stated purpose of this project was to increase awareness and knowledge among professional persons and employers of severely retarded persons concerning the career education and career development needs of severely retarded persons.

OBJECTIVE 1: Five regional community conferences were held within the State of Maryland. These conferences were designed to educate a select community population in increasing career education opportunities for severely retarded persons. The methods and procedures used during the conferences included: presentation of speakers who were knowledgeable in the career education needs of severely retarded persons; films which portrayed methods of instructing severely retarded persons; workshops that were designed to identify and increase the "shared reality" of the career education needs of severely retarded persons, and audio-slide presentations which portrayed areas of skill development of severely retarded persons.

OBJECTIVE 2: An audio-slide presentation which portrays areas of skill development of severely retarded persons was developed and shown at the five regional community conferences and at other appropriate occasions to a select population. The purpose of the audio-slide presentation is to increase public awareness of the identity, social condition, and career education needs of severely retarded persons.

OBJECTIVE 3: Specific project personnel and associates made twelve public appearances on radio and television and at civic and professional meetings. These appearances were designed to educate the public and professional groups in regard to career education needs and opportunities of severely retarded persons. The public appearances included, where appropriate, discussions, audio-slide presentations, films, and distribution of literature relevant to career education.

OBJECTIVE 4: The project administrator and associates made efforts to increase and ensure equal employment opportunities for severely retarded persons through obtaining public statements from elected officials, business persons, and labor representatives in support of career education and opportunities for severely retarded persons. The methods and activities of this objective included formal and informal requests for public endorsements from elected officials and selected community leaders.

OBJECTIVE 5: The proceedings of the five one-day conferences (Objective 1) were compiled as a single volume and distributed to fifty selected community organizations and individuals who are decision makers or influential in regard to the career education needs of severely retarded persons. The activities of this objective include: a) indentifying conference content that will provide significant information; b) collecting, compiling and producing the information in a volume; and, c) distribution of the information to selected community members and to others who request the proceedings.

OBJECTIVE 6: A monograph entitled "Strategies for Increasing Career Education and Career Opportunities of Severely Retarded Persons" was produced in order to provide a conceptual guide to professional persons who are influential in the career education and career opportunities of severely retarded persons. The activities of this objective include:

a) identifying appropriate concepts; b) collecting, compiling, editing and producing the selected concepts; and, c) distributing 1,000 copies of the monograph to selected community members and by request to other persons.

B. LEARNER-OUTCOME OBJECTIVES

In the opinion of many professional persons, most severely retarded persons do not understand career education concepts that are presented in word or number symbols. Since the advocates and surrogates of severely retarded persons must learn career education concepts for them, the learner-outcome objectives of this project are derived from the learning needs of the surrogates and advocates. These learner-outcome objectives follow below and are associated with each of the six product objectives:

1. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the career education needs of severely retarded persons, through a measured increase in their fund of information in regard to the career education needs.

2. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the philosophy of career education of severely retarded persons, through a measured increase in their fund of information in regard to career education philosophy as it pertains to severely retarded persons.

3. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of career education methods and procedures as they pertain to severely retarded persons, through a measured increase in their fund of information in regard to the methods and procedures.

4. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the career education activities that pertain to severely retarded persons, through a measured increase in their fund of information in regard to the career education activities.

5. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of career education evaluation results that pertain to severely retarded persons, through a measured increase in their fund of information in regard to the evaluation results.

6. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the career education of advocates and surrogates of severely retarded persons, through a measured increase in their fund of information in regard to the career education of advocates and surrogates.

7. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the habilitation skills necessary for the career education of severely retarded persons, through a measured increase in their fund of information in regard to the habilitation skills.

8. Upon completing a one-day regional community conference, participants demonstrated increased knowledge of the job placement and maintenance aspects of the career education of severely retarded persons, through a measured increase in their fund of information in regard to these career needs.

C. PROPOSED ACTIVITIES: DESCRIPTION OF A COMPREHENSIVE APPROACH

The purpose of this project is to demonstrate effective methods and techniques in the career education of severely retarded persons in order to reduce stereotyping in career choices on the basis of mental abilities where such abilities are not related to career requirements.

The stated purpose of this project assumes, we believe, that most severely retarded persons do not understand the meaning of career education. If career education is to be a meaningful concept as it is applied to severely retarded persons, then those who can be of assistance to them must learn the meaning of career education in their stead. The following conference activities were designed as a comprehensive approach to career education of potential advocates of severely retarded persons:

Each one-day regional community conference explored the career education needs of severely retarded persons. The five conferences were conducted during the winter of 1977 and concluded in the summer of 1978.

These regional community conferences were designed to educate a select community population in the career education and career opportunities' needs of severely retarded persons. This was accomplished by communicating career education philosophy, methods, activities, and evaluation results to influential community representatives.

The theme of the regional community conferences was "Strategies for Increasing Career Education and Career Opporunities of Severely Retarded Persons". Among others, the topics which follow were explored during the conferences:

a. Who are Severely Retarded Persons?
b. What are the Capacities of Severely Retarded Persons?
c. What are the Career Opportunities of Severely Retarded Persons?
d. How can Severely Retarded Persons be prepared through career education to increase their career opportunities?

e. What special community services are necessary to ensure equal career opportunities for Severely Retarded Persons?
f. How can labor, industry and professional persons cooperate in providing necessary employment and retention-of-employment services to Severely Retarded Persons?

During the five one-day conferences, the following methods and procedures were used to explore the career education topics:

a. Presentation of speakers who are knowledgeable in the career education needs of severely retarded persons;
b. Films which portray methods of instructing severely retarded persons;
c. Workshops that are designed to identify and increase the "shared reality" of the career education needs of severely retarded persons; and,
d. Audio-slide presentations which portray areas of skill development of severely retarded persons.

The community conferences were held in five regions of Maryland. Each conference site and date is listed below:

Five One-Day Regional Conferences - Program Times: 9:00 am to 4:00 pm

Western Maryland - Sheraton Motor Inn, Hagerstown, MD - January 27, 1978
Southern Maryland - Martha Washington Restaurant, Waldorf, MD - February 17, 1978
Eastern Shore Maryland - Holiday Inn, Salisbury, MD - March 17, 1978
Central Maryland - Baltimore Hilton Inn, Pikesville, MD - April 14, 1978
Capital District - Center of Adult Education, University of Maryland, College Park, MD - May 12, 1978

Since the conferences were designed to increase career education opportunities of severely retarded persons through public education, invited participants were those who are considered influential and who are or might become decision makers in regard to the career development of severely retarded persons. The following list is representative of projected participants:

Consumers
Clergy
Labor Union Representatives
Business Representatives
Educators/Counselors
Public Media Representatives
Manpower Representatives
Consumer Advocates
Human Services Personnel

II. PRINCIPAL SPEAKERS' ADDRESSES

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MS. MERYL MANNING'S ADDRESS:

Today's program will be utilizing a tri-part learning model. This model describes the qualities that are essential before a learning and subsequent change can take place. It was selected because it both applies to all persons, and has a holistic framework with all parts interfacing before maximum learning can be achieved.

Over here on the flip chart I have broken it down. The tri-part learning model has been used by adult educators, and it goes into: one, knowing what can be done and how to do it; the second part is having the feelings and attitudes necessary to want to change, or bring about any change; and, the third one is having the skills to do it. We will be working with this model all day.

This morning we will be especially concentrating on the first and second, knowing what can be done, and the feelings and attitudes. This afternoon we will be getting more into skill development. What you will see is that they will be interfacing throughout the day, though. We will be focusing more on one. One will move right into the other.

Now that you have had a slight road map, and a good idea of what we are going to do today, and where we are going, I would like us to begin by examining what is career education. It's been a term that has been batted around for the last few years. I'm sure some of you still have questions as to what it is, and especially how the concept of career education relates to individuals that are severely mentally handicapped.

Well, what is career education? According to Dr. Kenneth Hoyt, career education is the totality of experiences one learns about and prepares to engage in work as part of his or her way of living.

Dr. Rupert Evans defined career education as a total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout one's life.

I've heard other people refer to career education recently at a meeting I just attended as community education. And, yes, in some respects we might say it is community education. Yes, it is community education; it is education throughout the lifetime. It is open and continuous.

To better understand the term, I would like us to look at six words that will give us a greater insight into it, and they are: work, career, vocation, occupation, leisure and education.

Work is a conscious effort aimed at producing benefits for one's self and for others, and this represents the basic need in all of us to achieve and to accomplish, to do something that allows us to be productive, and allows us to discover, most importantly, who we are.

This is very similar to the theories espoused by Dr. Maxwell in his work in self-actualization.

Next we define career as a totality of work one does in his or her lifetime. Now remember, we are talking about work as opposed to the word "job".

Vocation, on the other hand, is synonymous with job, because it is one's primary work role at a given time. This includes, again, paid or unpaid work roles. It can include students, homemakers, volunteers, and thousands of other roles that we all assume in our daily living.

Occupation is one's primary work role in the world of paid employment.

Leisure, on the other hand, consists of activities other than sleeping which we engage in when not performing at our own vocation. Thus, leisure time holds possibilities for both work and play. Examples of leisure activities might include going crabbing, and enjoying the dining delicacy thereafter, or hooking a rug and enjoying the aesthetic beauty of looking at it and using it later on.

Education, on the other hand, consists of all those activities and experiences which one learns about throughout life. As you can see, this is really a lifelong process, much broader than that previously encompassed in our traditional methods of schooling, but relates to severely retarded individuals. I believe that career education consists of preparation for all aspects of successful community living. The term "career", thus, connotes many settings: home, school and community. It also encompasses many roles: student, worker, consumer and citizen; and, many events in one's life, from job entry, to marriage, to retirement, and as a family member.

Thus, career connotes one's role not just as a producer, but as a learner, consumer, citizen, family member, and human being.

Incorporating the above, we can now look at the three goals of career education. Those three goals are: learning to live, learning to learn, and learning to make a living.

Learning to live involves a self-awareness, just what we talked about with self-actualization, and when we defined work earlier. It involves the self-awareness and preparing individuals for being productive, involved happy citizens during the r many hours of leisure time.

As you see, we are encompassing those six words that we have already defined.

Learning to learn is motivating individuals so that they want to learn within themselves. It is intrinsic; nobody is pressing it on them. It in-

volves developing abilities to make rational decisions about their eductional options, and the ability to take advantage of the resources of the community, those obviously being school and home.

It is very important that we all, handicapped and non-handicapped individuals, make our own decisions as to what we want to do with our own lives.

And, obviously, the third goal is learning to make a living; equipping persons with a marketable skill. This relates to whatever level or skill is most appropriate for that individual, because as we all know, and as we are going to get into this afternoon, we all learn differently at different levels.

In reviewing this, we see that career education is a complete concept focusing on all phases of life. Education, over the life span, is open and continuous, is community based, and, most important, is accountable education.

DR. STANLEY SELLARS' ADDRESS:

This morning I would like to talk with you about some ideas we have been working on in regard to the needs of career education for mentally handicapped people. Our approach has been that things that look simple aren't as simple as they look. And to use a one word description of how you can change a person's life, it might sound very easy to do, but when you get into it, it is not so easy, that the real task before all of us is to look for more complex things to get as much behavior from other individuals as they need to live their life very successfully, or more successfully.

If one says something is so, that doesn't make it so, you only are saying that it is so. It is when you're doing it that it becomes a reality.

For instance, we have been, for thirty years, saying "let's employ the handicapped", but the handicapped primarily are still unemployed. We have been saying, for years, "let's employ mentally retarded persons". Now we're saying it stronger in the 70's, and mentally retarded persons are still unemployed.

President Ford had a program entitled,"WIN" (Whip Inflation Now), stop inflation; and, the President's economic advisor said just this week that we can look forward to several more years of very strong inflation.

Unemployment continues at a very high level. The government uses figures in the six per cent area, the labor unions use figures in the eleven and twelve per cent area. If we take something in the middle of that, we can say, maybe, it is eight or nine per cent.

Many people say that persons who are mentally retarded will have to wait for jobs until the seven per cent who are not mentally retarded are back to work. I say this to you; if the mentally retarded people in this country are going to go to work, then the people in this room are going to be the people to help put them to work, because I'm convinced that what we need are alternative

modalities of employment, that the usual channels and systems of employment aren't going to employ mentally retarded people in any broad based way.

The good part is this; the citizens and the Congress have advocated primarily their responsibility in this area, other than providing funds, and they do provide now increasing numbers of discretionary funds for us to use. It is now up to us to take those funds and to translate them into alternative kinds of employment.

I am going to say to you that even if unemployment is at one per cent, mentally retarded people will still be unemployed, unless we develop alternative channels of employment. I don't mean that in any paternal sense, whatever. I'm looking at the range of life, the range of behavior in the world, how people and things in the universe behave differently, and, every time a different level of behavior is arrived at within a certain group of people or other living things, other influences take place. So it is all right to provide special help. Spread that rumor, that it is all right to provide special help to people who need it. And I think that the people in this room are interested in doing just that, providing a special kind of help to special kinds of people to see that they function more fully in life.

I believe that the alternative employment that we have to create must be a creative approach. It must be something very different than what we have been doing. For example, twenty-six per cent of the jobs in this country are in the area of manufacturing. It is the largest single employment category in the country. It is not likely that very many mentally retarded people are going to participate in manufacturing occupations, other than in a sheltered sense. And a big part of that is those occupations are heavy unionized, and when you have a high unemployment rate, the union becomes more protective.

Now I'm not being critical of unions when I say that. I'm simply casting out a reality for all of us to consider. If you have a special license or special calling or special decree, you defend that thing that you are a part of. And people who are in unions, or who are in business, or who are in education, sociology, psychology, or counseling, whatever your profession, somehow or other that becomes a thing that is you, and you defend it, because it is you.

When you don't have the intrinsic genetic skills, or the skills that come from genetics to be part of some larger thing, then that defensive thing isn't there, that feeling of belonging isn't there. At that point we must have assistance, someone to say I can help identify a group of people, and help them realize what it is they wish to realize.

I have some different notions, I think, about all of this than many people are espousing today. For instance, I believe very strongly in the vocational fulfillment of people. I believe very strongly in the vocational enhancement and fulfillment of mentally retarded people.

Let me give you an example of that; if the people here and the people like us in this profession do two things, we can change everything that is happening to mentally retarded people. They are two simple things: one, we have to be creative. We simply start thinking of alternative ways of doing things. The

second thing we have to be is just as important, to be caring. Only this time I'm talking about caring for one another, and not the people who we are going to work for. Caring for the people who work together, putting down professional differences, putting down monetary differences, and looking at the mission that we have to carry out. That kind of professional caring. That is what real professionalism is about. And as that defensiveness decreases, our ability to be creative increases, and we are able to provide better services.

I have examples this morning. The example may sound ludicrous, or some kind of folly to you, but it makes sense to me. If I would ask you, "What is wrong with raising millions of worms?", you would say, "For what? Why raise millions of worms? Is that a profitable thing? Can developmentally disabled people do it? Can they raise worms?" and, "Why are worms raised", another important question.

They're raised because people use them to go fishing. They raise them to feed their pet snakes and frogs. Worms keep soil loose so that agriculture can be done more easily in the soil. Worms clean up garbage dumps and garbage areas. They eat anything, but they won't eat glass, they won't eat plastic, they won't eat metal, but, they'll eat most anything. They can convert poisons in soil to healthy soil for agricultural purposes. The castings from worms make the best and richest potting soil available for those of you who are in horticulture or raising plants. Worms are now being used as a food product in overcrowded parts of the world. It's been used as food to feed to poultry so poultry are healthier, and and make a better and more succulent dish for us to have at our tables; but, by that time the worms have been converted from worms to poultry, and that is the good part.

You may think, "why is he talking about worms?"

Well, for a simple reason; did you know that a box of worms can eat a forty-five pound pumpkin in one weekend? Now that may be an astonishing fact to you, but it is empirically proven in Delaware. In Delaware, they're experimenting with raising worms. I'll tell you why. They took a forty-five pound pumpkin and put it in a box with worms, and they came back on Monday morning and it was gone, not a shread of pumpkin left.

Did you know that worms can live on newspaper and cardboard as their only food? They tried that, giving them just that, and they get long and healthy, and they're good for fishing bait.

Let me give you an example of this; in Wilmington, Delaware, maybe somebody here is from Wilmington, Delaware, a city landfill dump has begun to poison the wells around Wilmington and part of the city water supply. The city is now contracting to convert the poisons in the dump by placing millions of worms in the dump.

Citizens in Japan are doing the same thing. They have a much more serious problem in Japan, it's an island and as they create refuse, it is difficult to get rid of it; and, if you take it out in the sea and dump it, the international ecologists are going to get at you for dumping it. So the issue of using some other form to convert waste products is very important.

So they're converting waste products through the use of worms. And also, in the same time, they are disposing of much trash that is cluttering up that area of the world.

Now at the landfill dump in Delaware, there is a graveyard across the street from it, and some City Council members have protested placing the worms in the dump, because they might get across the road into the graveyard, and people are concerned about that.

The protest was discontinued though when the oldest member of the City Council, who is an eighty-nine year old woman, suggested that the council need not to be concerned with the worms in the graveyard, since she would more than likely be the first council member over there. At that point the protest was dropped.

Someone suggested that worms from Peru be imported and be used in the dump in Wilmington, Delaware, and the reason for that is because in the mountains of the Andes of Peru, the worms, and this is a fact, grow to be four to five feet long. They're very large animals and they're about five and six inches across.

Now when that came up again, the protest was resurrected. "Let's not have worms in our dump that are going to be that size". But they dropped it because the same woman said, "I agree. We shouldn't have worms that size in our city dump".

But why do I tell you worm stories? Because vermiculture can be carried out, that is, by the way, the science of raising worms, vermiculture, if you didn't know that, can be carried out by persons who are severely retarded. They have to do just a few things; they only need to be able to prepare a bed for the worms, they water them regularly, they feed trash to them, so the food supply is quite inexpensive, they quickly convert that trash into really good soil, the worms do. Then they need to harvest the worms when they're ready, they box them, and then they send them off for sale.

I tell you worm stories because we must be creative in the career education and the vocational development of individuals who are severely handicapped. We must have as a goal the vocational fulfillment of developmentally disabled people. Not to have that as a goal would let the status quo continue as it is, that people who need and want to be developed occupationally would not be able to be developed occupationally, simply because there is no alternative modality for them.

Rather than having one word slogans of how to help developmentally disabled people, it is far more valuable and important to go to something that is incomprehensive of the needs of the training of people who need special training.

We have looked at the philosophy of developmentalism, and developmentalism is a broad based approach of moving a person from one point in time, educationally or developmentally, to a higher level of function. (See Fig. 1)

Under that philosophy, we are showing goals which is developmental actualization technology, which is developmental education, which many of you are apparently doing in your centers, and the theories that underpin that; and, the theories are actualization theories, normalization theories, development, developmental theories, instructional theories for those who are in education, and the writing of clear objectives of education, work analyses which we are going to be looking much at today, behavioral analysis, management theories, and other kinds of educational theories.

So looking at that model, I think you might agree with us that what it is we have to do is not a simple thing to do, but very, very complex things to do. We refer to the process as developmental education.

I think when we speak of career education in regard to developmentally disabled people, we have to ask the question that where development is different due to abnormal conditions, whether it be genetic or from some life trauma, what are the obligations of society in regard to the individuals? What must society do to help people who are developmentally different get into the mainstream and become more normalized in their development?

The Congress, as an example, passed legislation several years ago where they defined who is and who is not developmentally disabled. For instance, they defined people with cerebral palsy, people with epilepsy, people with autism and mental retardation as developmentally disabled people. For those populations of people, career development becomes a very complex issue. That issue, for us, consists of five levels of development. When you're speaking of the career development, or the development of any individual who is limited genetically in their development, then their education and their career education becomes much broader in its meaning.

We have identified five developmental areas into which we fit the behavior of not just handicapped people, but all of us, and they are sequentially arranged. (See Fig. 2) The first one is self-care; how it is that we take care of ourself, the things that we must do; combing hair, brushing teeth, et cetera.

The second one is socialization; how we meet and deal with other people in our lives.

As you can see, both of those areas, and there are three more, the reason I'm pausing for a minute is to indicate to you that all five areas require special skills; self-care, socialization, then the third one is recreation, which is a special case of socialization, but it is special, I'll talk about it, as an independent category of development. The fourth one is academics, the kind of abstract symbols we all have to learn to live, or live successfully. And the fifth one, and the one that is quite easy for people who are not developmentally disabled, is vocational development.

Now if you look at that model, that five step model, self-care, socialization, recreation, academics and vocation, it becomes very obvious that we begin very early in life with the first one, and work our way through to the last one, and that one builds on the other. And those who believe in developmentalism, and technology of developmental education should have a planned program for carrying that out with each person.

Let's look not at people who are handicapped, but the balance of our population, the people in this room, most of us. Do we go through developmental stages? In other words, does this model of developmentalism, this philosophy have any meaning? Could we go through developmental stages?

People say, "Oh yes, I read that in Introductory Psychology."

There was recently an article in Psychology Today, a magazine for human services people, which had in it a sequence of development for males. They are now going to do research on women, but the first research was done on males, and done at Yale University, and was done by Dr. Levinson. Dr. Levinson found four major areas of development for males. The first one was forming a love relationship.

Dr. Levinson said a matured developed male forms a binding love relationship with a woman. The second area of male development was occupation, forming an occupation. This is very interesting, because in the middle of the research, some of the other highlights and findings were that eighty per cent of males at age forty, eighty per cent, that is eight out of ten, age forty, had a major crisis near that time in their life, a major crisis. That means that all of us go through, at least eight out of ten of us, go through what we might call a personal rehabilitation of some sort, because our rehabilitation is arrested when we have these crises in our lives, and we then go through a personal rehabilitation.

So beyond forming a love relationship and forming an occupation, Dr. Levinson found that most males form a mentor relationship with another male who is usually older, and the other male is the person who serves as a model for that person's life. They identify with that person, and take from them ideas that are important for their own development.

The last of the four developmental areas for males, the one I like best, beyond loving, and having an occupation, and having a close male friend who you can identify with, to say which way we should go in life, the last one is the most beautiful, and it says that a male really doesn't develop at all if he doesn't have a dream, not a sleeping dream, but a wake dream.

You have to be going somewhere. You have to have your own paddle, your own boat, and find your own stream, and you start on that stream, you go down on it, and that is your dream. Your dream is what is at the end of this for all of us, for me.

When you have that dream, you're developing well, you have goals. They might not be explicit or stated, but you have goals.

That reminds me of a little story. I was visiting, several years ago, in South Carolina, at Myrtle Beach, and about ten miles down the road are very beautiful gardens that were placed there by a very wealthy man and his wife, and they want to emphasize three things: beautiful gardens; beautiful statuary; and beautiful animals that were indigenous to that area. In other words, they only had in the gardens plants that would grow normally in that environment, and animals that grow normally in that environment. But they imported into these gardens [illegible] statues from around the world.

One of the statue they have was done by Michelangelo, the great Italian sculptor and artist. And there is a tape, you push a button, you have seen this modern technology, pushing a button and getting recordings from something you observe, and you push a button, and there is a question, and you push a button to get an answer for the question; and, in that tape there is a sequence where someone reported that another person asked Michelangelo how he got such beautiful statues.

Michelangelo replied, he said, "I take my stone and I stand in front of it and I take my hammer and I start to chip and I continue chipping until the image in that very stone comes out."

That is a beautiful image for me. Isn't that what we are doing? Isn't that the same thing that you do, that you take a person, and you want that person to be developmentally actualized, you want the person to be what is inside them, and you take all those tools on the right, those theories, you take those technologies of developmental education, and you chip, keep chipping, and then if you're effective in what you are doing, out of what you do comes a beautiful person who has grown, because you knew what to do.

That is not simple. That is complex. That is you and I taking our hands and doing the same thing with the human being that Michelangelo did with the statue, we keep taking and adding until the final product is there of what should have been there.

I tell you this story, because I was very moved by the lines, because it had great application in my own life. I've seen people chip on me, some of the chipping hurt, some of it felt really good, but, it let what was in me come out, and I've seen in my own life that I've helped other people with that. That is part of them that comes out that can't come out. And I think that is the creative task before all of us, to keep chipping with others to let them realize what it is they're going to be. And when that happens, when that product is there, whatever age it takes for all of us, we can say the person is developmentally actualized, they are what they were going to be in life.

If you're developmentally disabled, you need some occasional assistance in doing that. That is why we are here this morning, trying to find different ways of doing things.

I would like to return just for a minute to the five developmental areas I mentioned to you: the self-care, socialization, recreation, academics, vocations. You have in your folder, if you can take that out, a sheet with those things listed on it. I would just like you to look at that, then look at what I have on the screen, and see how the two fit together, the kind of things that you go through to help a person actualize developmentally, how they fit together.

While you're doing that, I want to finish my talk by asking you, as you are looking at those two things, to be thinking of: one, what kind of person do I want to be, developmentally. Think of it for yourself, and ask the question, "What kind of person do I want to help someone else become?" That's an important question, too.

My answer to you in both cases is, you answer for yourself, you want to be what you are, what makes your life rich and important for you; and, I'll submit to you that if you answer that for yourself, you have to answer that for the people you are working with. You want them to be what it is they ought to be, and they ought to become; and, you can do that by helping with their development. I don't know of anything else you can do for them, other than that.

I want to thank you this morning for listening to me. I enjoyed talking to you very, very much and I'll be back to work with you further. Thank you so very much.

MR. ROY (CHIP) BEZIAT'S ADDRESS:

At one time, and it wasn't so very long ago, education in America and in Maryland was marked by that period of time of our entry on some nice bright Fall morning as bright, shining, sweetly cleaned little kids into an elementary school, and our eventual exit from that same little red schoolhouse, which could have been during those nicely planned times called graduation, or it could have been those unplanned times in between. For many, many Americans it has been those unplanned times in between.

The American labor force still doesn't have a high school education. In some localities in Baltimore City, more people don't graduate from high school than do. For those people, the period of their education is less than twelve years, which is a shame.

Career education says that education is going to be a lifelong process. There have been changes in the law lately that have reflected this. In Illinois, for instance, a person is entitled to educational services from the school system from the time they are three years old, till the time they are twenty-six. In Virginia it is age three to twenty-one. In Maryland the period is getting longer.

Have you seen the State Superintendent of Education on TV lately saying if you know a handicapped child, let us know. Operation child search. We want to find out where they are now, because the responsibility of the school system is becoming one that begins earlier and ends later, and I'm going to talk more about that in a moment.

But for a long period of time, at least in America, education meant schooling, a little red school house. Then came World War I and World War II, and a worldwide depression that linked them, and the definition of education changed. All of sudden, education meant training Rosie the riveter to put an airplane together in five days, where before she may have worked in a brassiere factory. It meant taking a farm boy who knew how to run a John Deere, and teaching him how to run a sophisticated aircraft, one that can drop a bomb on a city. It meant teaching people who have gone through college to become civil engineers, and teaching them how to put up camp in the woods for the Civilian Conservation Corps. It meant teaching people who were twenty, thirty and forty years old; and, before that we only worked with elementary school students, adolescents, and once in awhile an adult.

Now if career means more than an occupation, and with Ms. Manning's definition this morning I think it does, if career means the whole of living, and the totality of life's experiences, it is reasonable for us to say to the whole world of career education, if you want to find out what it is really about, look at what is being done with severely mentally retarded people. The problem for severely mentally retarded people is no one has put the whole ball of wax together yet, but we are making attempts in Maryland. And what I want to do is show you, by looking around Maryland in different parts, how most of the pieces of the puzzle are available, and what we need to do is to go back to where we were, to where we teach, and tell people where the other parts are.

Let me offer what I call a working defirition of career education, as it would apply to people who are severely mentally retarded. Career education could mean those planned and unplanned activities and events, and you talked about those already this morning, planned and unplanned activities and events in your own developmental education, that influenced the severeity of the disability, the life space of the individual, the quantity, quality and scope of remediation available, and the personal and societal expectations of people who are severely mentally retarded.

The severely mentally retarded people, there is one person in a thousand, this person who is almost invisible in our community, this person who if I asked the Maryland NARC where they are, they would say they probably are in institutions, but I don't know, ask the Mental Retardation Administration where they are, they say some of them are in our institutions, some of them are in institutions in other states, some of them are in homes we never heard of. The task now is to provide, though, career education for these people, and I applaud the State Department of Education in their operation to start finding them.

I hope that somehow it is not limited to just a child because the adult severely mentally retarded person has career education needs, too.

What I would like to do is look at what's happening in Maryland in terms of planned activities, because I can't talk about the unplanned, that are affecting the severity of disability, the life space of the individual, the quantity, quality and scope of remediation, and the personal and societal expectations of people who are severely mentally retarded. Using this definition, let me postulate to you that career education for severely mentally retarded people in Maryland can begin before birth through a process of amniocentesis, a clinical laboratory process where a technician determines that there is an abnormal metabolism in the developing fetus. If this information can be passed from the clinician to the physician to the parent, the life of the child, when it is born, is going to be tremendously different than if that parent did not know that the child was going to be born severely mentally retarded.

If the parent can learn early what to expect, and to be aware that many, many more things are going to be called for from that parent than that parent had originally ever thought, the parent is going to be in much better shape to begin providing those things once the traumatic experience of giving birth to an abnormal child occurs.

Think about it, for severely mentally retarded people, we can move career education back before birth. We can even move it back before conception in Maryland. Genetic counseling is available where people can come together and

find out what the probabilities are that their union will result in an abnormal person, in a severely mentally retarded person, then they can make their decisions as to if they want children, how many, and how they are going to prepare and care and educate these children.

I'm not saying the problem that the March of Dimes has, the March of Dimes says amniocentesis and counseling conflict with the right of life, I'm not advocating that. I'm simply advocating taking career education back so the planning for the child can be held before the child is born, and even before the child is conceived.

If we do that, if we do more of that, we are going to tremendously affect the career education of every severely retarded person born in Maryland.

The big concept in life space affecting severely mentally retarded people now is normalization, Wolf Wolfensberger's gift by way of Scandinavia, or Scandinavia's gift by way of Wolf Wolfensberger, however you want to look at it. Normalization says that if you want to teach someone to live in the world, teach them in the world. It's an old behavioral principal, the more the training looks like the eventual performance, the better the chance the training is going to succeed. It's been around for years.

Normalization does not mean the institutionalization, and I'm proud that the institutionalization has not been carried on as ruthlessly in Maryland as in some other states. I can take you into the City of Philadelphia, and if you and I will walk around for a couple of hours in the right part of town, I can find severely mentally retarded people near death or dying because they have been deinstitutionalized without being developmentally educated. They've been thrust into the world without preparation. Saying that a person in normal does not make it so, as Dr. Sellars said. To believe that we can just take people from one environment and move them to another, and their change is to believe in magic, there is very little magic available to us.

The magic in Maryland is going to be hard work, it is going to be your work and my work, and many other people. It is not going to be simply moving the place where we train.

In the self-care skills in Maryland, we are pretty lucky. How many people know Foxx and Azrin?

A nice thing to know about. They're a couple of behavioral psychologists. One of them, John Foxx, is at the University of Maryland, Baltimore campus; and, Nathan Azrin is now at the University of Illinois. They go together and applied some simple behavioral techniques and came up with a way to toilet train severely mentally retarded people, and it works.

They have helped, by using their techniques, thousands of adults who were living on wards, in diapers or less, or now wearing pants, and they are not wearing diapers, and they now have bowel and bladder control. And believe me, gaining control of your bowel and bladder is a very significant career education event. And if you don't think that is so, go talk to a paraplegic or quadriplegic who used to have bowel and bladder control and lost it, and look at the severe, personal, social, educational and vocational implications of not having bowel and bladder control.

So education began to be a bigger thing in 1940, 1950. At the same time that history was pulling education further out into our lives, into our adulthood, there are developmental educators like Jean Piaget who are saying we learn an awful lot, you know, before we ever get to that little red schoolhouse. As a matter of fact, most of the important things a person is ever going to learn about, he learns before he gets to school. So they're tugging on education at the other end, they're tugging it back, back, back, earlier into our childhood.

Research now actually tells us you can train a fetus inside the womb to respond to sound and light and all kinds of interesting things. So it is possible to educate a fetus before it is born into the world.

In 1972, the President of the United States at that time, in a State of the Union Adress, said that education in America after 1972 was to be a lifelong process. Education at that date was redefined in America. Whole departments of government were set up to make education a lifelong process.

In Maryland you will find the efforts are in that direction now. For us, who are not developmentally disabled, there is a great deal of work being done in terms of what community colleges are going to do, and it's been determined they are going to be the adult educators, they are going to provide all the nice things we want to learn, if we don't want to go on to higher education in terms of Master degrees and things like that.

My mother is a retired social worker. She retired in October, and she found out that by simply being old, she can go to any community college and take courses without paying a dime. My mother is now learning how to paint and how to sculpt, and all the wonderful developmental things that she wanted to do, but never could, because she didn't have the money or the time.

So at least people who are on the edge of retirement, there is something for them. There is career education available as they start their second or third career as retired people.

So what I'm trying to say is that for us career education is still in an infant state. It is available to some of us, and not available to most of us. For people who are severely mentally retarded, education has always been career education, and it has always been a lifelong process.

If you realistically look at what we do as educators, whether it be in school systems, in developmental centers, health centers or in hospitals, we, who serve as the parents, begin educating children very, very early. You can look at the infant stem programs now in effect in many counties, where children eighteen months old are beginning their developmental education. Infant stem programs are teaching neuromotor skills that are going to have profound effects in everything that child does later on.

Before we came up with infant stem, we were still working with those people at very, very early ages, only we were teaching them how to eat, how to toilet, how to dress. Educators were doing this other than parents.

A person working in Maryland right now produced a system which is very succesful. I used that same system on my daughter. She is not retarded. She was three years old, and my wife had tried everything in the world to toilet train Amanda, and what happened was Amanda was getting nervous, and my wife was getting mad. So I went out and bought a version of Foxx and Azrin's book which is called "Toilet Training In Less Than A Day", and I bought a box of M & M's, and a bottle of soda. To make Amanda learn bowel and bladder control I had to have soda, and to reinforce her I had to have M & M's, and I figured she would learn quick anyway, and I would have a lot left over.

It took three hours and twenty minutes. He did it without crying, without anger, without fear, without guilt, and all it was, was the application of a principle of psychological development that could be used with severely mentally retarded people. There's a man doing that, he's working on other things right now on self-care.

Socialization, the only place we are going to teach social skills is, as Wolf Wolfensberger suggests, in the community. It is true, socialization is just like riding a bike, you can't learn to ride a bike by reading a book. You can't learn to get along with people by listening to Earl Lightengale tapes, or reading Gale Harmony books, or watching pretty movies with people who are actors doing things right, which is one way of trying to teach people how to do things, if you see all the films they produce for special education. You can see this is John, see how John is dressed. He is wearing a shirt and tie, and working on a production line.

That is not how you do it. You go on a production line, and see what the people are wearing, you talk to them, and John says that's what I should wear. You go see if the people talk to each other, if they don't talk to each other, and John says that's what I should do. That's how you learn socialization skills and that is what is happening in many, many facilities in places in Maryland.

At the Howard County Sheltered Workshop, they have a vocational evaluation unit which does almost all of the vocational evaluation in the community. Almost all of it is done on job sites during real jobs, with real workers, for real money. And what is happening, while these people are learning about jobs, they're also learning about themselves, learning about working, they're becoming much more socially adjusted, not by watching movies, not by talking with counselors, but by simply being out in the community.

In Maryland we are doing a fair job there. Recreation is a special part of socialization. Special in that it provides a bridge between social activity, and the very complex things over here we call academic and vocational. It's a place where you can pretend. Have you ever watched children pretend they're doctors, and pretend they're engineers, or pretend they're mommy, pretend they're daddy? And that is their play. But they're making the move.

Now what about the current state of recreation for severely mentally retarded people in Maryland? It's an interesting thing to look at.

Dr. Sellars and I have been working in institutions and facilities in Maryland, Pennsylvania, Virginia and Delaware quite frequently lately, and what we found is that there is recreation, but it is not developmental. Let me give

you an example. We were doing a program at a state center, and the recreational therapist came out after I had shown the Marc Gold movie, which you are going to see, and talked about task analysis and program learning, and other things, and says, "I have a man who is forty-eight years old, and for seven years I've been trying to teach him how to bounce a ball, and all he does is turn his hand over and let the ball roll down and roll across the floor".

I said, "How often does he do this?"

She said, "An hour a day, three times a week, for seven years." She said, "Certainly you, being a behaviorist, have a program to teach this man how to bounce a ball."

I thought a few minutes, and you know, I didn't have a program to teach the man to bounce the ball. So I looked at her and said, "Why does he have to bounce a ball?"

And she was just panic stricken for awhile. It must have been thirty or forty seconds. She tensed up, she turned red, blue, and all of a sudden she started smiling. She said, "You know what, he doesn't need to do it." But she read in a book somewhere that the first thing you do is teach someone to bounce a ball, then you teach him to roll the ball, then you teach him to kick the ball, and they can play kickball; and, this was recreational therapy.

Two weeks later Dr. Sellars came into that center again, and the woman got ahold of him and said, "Is Mr. Beziat coming back?" Dr. Sellars said, "I don't think so. Why?"

She said, "Why?" He changed my life."

So Dr. Sellars said, "What did he do? Did Mr. Beziat finally do something right?"

She said, "He taught me that I really don't have to do with these people all the things that are in the books."

And what you find in terms of recreation, too often, are these meaningless idiotic activities that might work with two years olds and three years olds when they are trying to develop motor coordination, but they're not applicable to twenty-five, thirty-five, forty year old adults.

If you want to do developmental recreation, and there are a few people who are doing this, and they're the ones who taught me what it meant, you find activities, and they start probably on, if you have this chart, they probably start over here in the personal, and they work across. You find an activity that a person can do alone with themselves that they want to do, that they will learn something about themselves by doing, not that they will go out and play kickball in a group. If you look at the recreational activities that were significant for you, many of them, and many of the earlier ones were ones you did by yourself, whereby you were sitting down and interacting with the activity, you learned something about yourself. Now this makes up creativity and other things.

Let me tell you, retarded people are creative. The Psychology 1 book that we all study said mentally retarded people are not creative, they're not abstract thinkers. That's balderdash. I ask you to go back and simply look at the calendars that the NARC has put out at Christmastime for the last five years. On one of them you will find a boy living in Hawaii who drew a Christmas card with palm trees, Santa Claus, snow reindeer, all sorts of things like that, and he never had been off the Island of Hawaii. That is creativity, because he never saw those things. He never saw snow, he never saw a sleigh, and, if you think back over your experience with people who are mildy retarded, moderately retarded, and yes, severely retarded, they have done some things which are creative. Now they may surprise you, and oftentimes when things don't fit the mold, you start stuffing them aside, and don't pay any attention to them, hoping they will go away. We did that with the "Idiot Savant" for a while. See, they do amazing things, and there must be a freaky thing about them if they can do that, and we didn't have to deal with the idiot savant. The idiot savant was a very creative person.

What we need to do in Maryland is to get out of the Mickey Mouse activities we call recreation, and start making recreation meaningful to people, giving them something they can do, and learn to do.

In the academic field in Maryland, things are moving nicely. In my home county just six years ago, the schools for the mentally retarded were Sunny Acres, Sunny Side, Sunny Glen, Sunny Haven, and I was waiting for Sunny House, but they didn't come up with it. Sunny Acres and Sunny Side were condemned by the Building Department before the mentally retarded move in, and that's the truth. The only way we ever got out of that building was when the wires started falling out of the ceiling and shorting on the floor.

Things have come a long way. Public Law 94-142, the Education of all the Handicapped Act, says that every student, even the severely retarded person, is entitled to an appropriate education in the least restricted environment possible.

This means that we're going to see fewer and fewer little itty-bitty school buses with Sunny Side and Sunny Acres on them. More and more, people who are more and more retarded are going to be going to the same schools that everybody else is going to. And, wherever possible, they're going to be in the same classes with the others. Now I'm not saying you put a severely mentally retarded person in a class and chance calculus, although it may work out, they may understand as much as I did when I tried it. I don't know, how oftentmes educators misjudge you on one side or the other, you begin to get the whold idea of evaluating people.

But I'm suggesting, though, that there are opportunities for even severely mentally retarded people who can learn and interact within the same environment as people who aren't.

Now the Government Accounting Office, which is the true investigative arm of the government, if you believe the CIA knows what is going on, or the FBI does, you're foolish. The real people are the GAO, the accountants. They go in, and they're the ones who get everybody in trouble. Well, they took a

look at vocational education to see what state vocational education was in, in its ability to deal with severely disabled people. They found out that over eighty per cent of the vocational educators in this country have no experience, no training, and little education in working with people who are severely handicapped.

In response to that, the university developed a course, EDIN-449H, Teaching Vocational Skills for Disabled People within the mainstream classroom. We offered it twice. So far, a total of four people have enrolled. We are having trouble selling the idea, even to educators under the force of law.

We are going to offer it again. We are going to try to publicize it and convince people that they should attend.

Courses at the university like yoga, Zen Buddism in the art of motorcycle maintenance, you and the rhine wine, they're filled up; there are waiting lists. Courses in teaching vocational academic skills to severely disabled people aren't.

What I would like you to do is realize, however, that there are vocational centers for severely retarded people, you can go to one in Glen Burnie, for instance, and I'm sure there are some here that are doing very good things, our chore is going to be to move that technology, that interest and that carrying out of that special center into the regular school system. Then we are going to have career education. Right now we have education by segregation.

I would like you to join me and become co-conspirators. I want to start a couple of rumors. The big one is that IQ's are meaningless, and that people who are severely mentally retarded can learn as well as we can, if we only find out how they learn.

This afternoon you are going to spend time looking at one method that has been developed which has success. There are others. You can look at the works of Bellamy, you can look at the work of Brown, but we are going to look at the work of Marc Gold.

But I would like you to go back and become co-conspirators so that we can infuse career education for severely retarded people into everything that occurs within our community, because to implement that model we have to put it in a school, we have to put it in a home, we have to put it in a shopping center. We can't just put it in our developmental centers; we just can't put it in our schools.

Vocationally, I can't tell you what the horizon is for severely mentally retarded people. I can tell you that for mildly retarded people, they can do thousands and thousands of jobs very well. But the NARC OJT project has experienced over ninety per cent success in some occupations, eighties and fifties in the others. I can tell you that the Schedule A program in the Federal Government can take in severely mentally retarded and disabled people, and have successfully functioned in over eighty-five per cent of the cases in terms of people doing the job and remaining on the job.

There is evidence to suggest that severely retarded people will be successful in areas like food service. You look at the endorsement of the big food service corporations; Marriott is interested in working with severely mentally retarded people, McDonald's is, Red Barn is. Other service occupations like working in stores; J.C. Penney's was into it, W.T. Grant's was before they expired. We don't talk about W.T. Grant too much. Montgomery Ward's was, Woolworth's is. Moderately retarded people have done real well. Our belief is that severely retarded people, if properly trained, which means trained differently than they are working now, but if properly trained, are going to experience the same levels of success. It may be we are going to do what Dr. Sellars says, I hope it is, that we are going to develop some alternatives, maybe it's vermiculture, I don't know. There is something fishy about vermiculture.

The vocational horizons for severely mentally retarded people is only as limited as we are, and only as limited as our technology and training can place them. And I can't tell you how far in the next five years, the next ten years, we are going to move. It is up to you how far that is going to work, whether it is really going to be equal employment opportunities for severely retarded people. We have to train them, and then we've got to place them.

DR. DENIS STODDARD'S ADDRESS:

About three and a half years ago, we watched a project at the National Children's Center, and we said, "Let's look at a population that basically isn't being accepted in vocational centers, that don't qualify for sheltered workshops or even work centers, and then let's also identify some kinds of tasks that are usually only done by people that are sharpened in industry, and some complex kinds of things". And the thing we centered upon was circuit board work. That is something that is happening pretty heavily across the country.

Then we said, "Okay". So we have these people that we perceived as low functioning, and we have these tasks that people perceive as being complex. How are we going to match the people that we train to the complex tasks that they must perform? To do that, we accepted Marc Gold's "Try Another Way" analysis, and we said, "There is a powerful training system", and we heard a little bit about that before that, but we adopted it, and had Marc as a consultant at the center. And for the last three and a half years, we've been kind of experiencing that. We've been applying it, and trying it out, and seeing what it can do for moderately and severely handicapped young adults, individuals.

I guess what we would like to do today for the few moments we have now, and a little later this afternoon, is kind of share with you what our experience has been, and try and let you know what we found to be very useful, and that I've been in behavior mode and task analysis and stuff like that for about ten years, and it's about the most powerful stuff I have ever come across. So I'm kind of very happy to share something that I think at least if you haven't been introduced to it, to something, that I think you will find very useful.

It's basically divided up into a philosophy, sort of an attitudinal kind of thing, and a technology. And the philosophy, to start off with, as you get into it, you make an assumption that basically the severely handicapped individual is basically a competent individual, and that they're an individual that requires a different kind of training.

When you have this perception that anyone you are working with is basically a competent individual, you start to gain a respect for that individual. In fact, we look upon a severely mentally retarded individual with some awe, that here before me is this complex individual that is going to require from me greater training expertise than I've ever been called upon to perform. So you kind of get the notion if that person isn't learning, it's because I don't know what the heck I'm doing. I don't know how to train.

So you start looking inside yourself, and say, okay, how can I find another way? How can I try another way to teach this person, because they're basically competent, and they can learn. I have to find a different way of training them, or a different way of instructing them.

So we begin to focus then on the strengths of the trainer, not on the weaknesses of the learner, and what you find is you can become very feverishly and very excited and involved in developing techniques and ways of communicating how to do things. And to end up with what we call in skills, and I guess you might say that we have expanded upon, or extrapolated, or kind of launched out into what we discovered, starting with this technology, and what we have in skills now as we applied this and utilize it is what we call a balanced behavioral analysis approach.

How many people here have heard the word "behavior modification"? Is there anybody here that hasn't heard the word? That is something that's been big the last couple of years.

How many here have heard about task analysis?

Okay, it's something that's becoming very big.

Well, we kind of coupled the two together, and we call it a balanced behavior analysis approach. But the emphasis in a task analysis approach is on communicating how to do things.

We found, as you get involved with that, you don't have to be too concerned with the why; you don't have to be too concerned with the motivational aspects; and as you acquire that kind of philosophy, and that kind of an attitude, the training situation takes on an entirely new flavor.

We then approach it not that this person doesn't know something, and I explained it three times and he doesn't know what I'm doing, but, hey, I got to get on the stick in order to teach this person, because they can learn how to do it.

The results of that has been that basically over the period of time, and it wasn't a placement program, it was basically a training program, that we trained twenty-two moderately and severely handicapped developmentally disabled individuals to perform all of the various tasks among the group that you find in electronic circuit board work. And at first I basically said, "Okay,

well, we can put the components in the board, and we can maybe prepare them, but when it comes to soldering, that is something that is dangerous, and of course they can't learn to do that, because that is something only competitive people can do, because that is dangerous, and hot, and wires and such."

So the staff said, "Why don't we try another way", and they made me eat my words, and took over. And lo and behold we did train people to solder, and no one has ever been burned in the three years that we've been working with that material. And they learned how to solder, and now we've had contracts with NASA, with Goddard Space Flight Center, with IBM, with 3M, with Navy Research and Development Laboratory, and Hekeimian Laboratories.

How many of you have ever heard of Hekeimian Laboratories?

Our people also put together tomato sorter brains, and we have some circuit boards, and we'll pass them around and show you.

But suddenly it dawned on us that that is really true, don't place limits on people, because it is in you. You have the power. If you go after it, you have the power that you can train almost anybody to do almost anything. And so it isn't a question of there being a technology available now, that question is pretty much answered. There is the question of the commitment, am I going to take that route, am I going to acquire that power of training?

You may decide at a point, "I can't afford to give that much power to train somebody", but that is a different decision. But don't say "one can't learn". They can learn. You may not be able to teach them, but they can learn.

DEVELOPMENTALISM

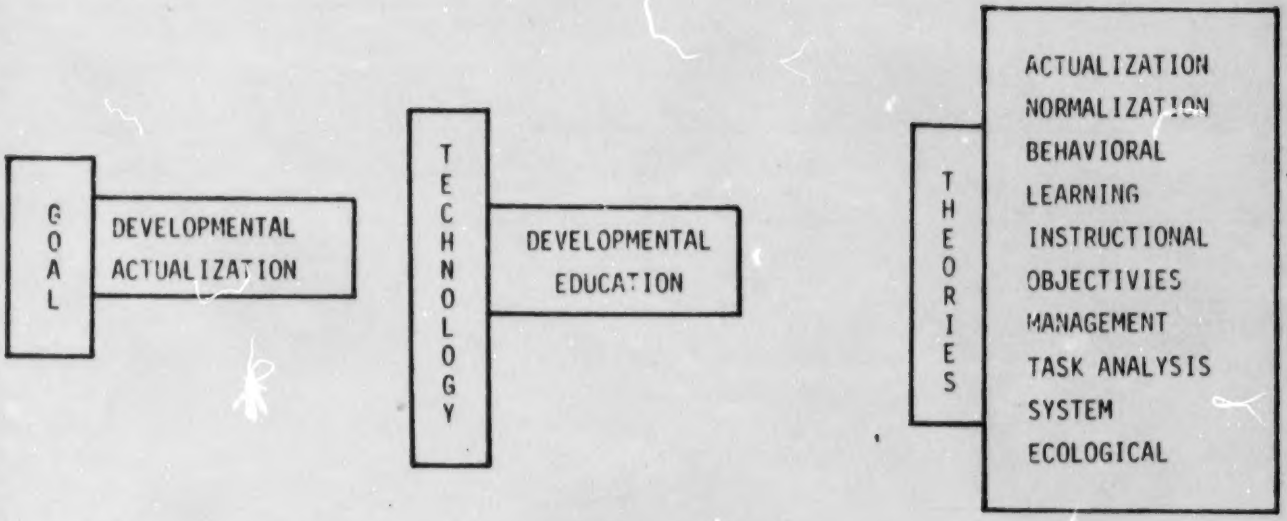
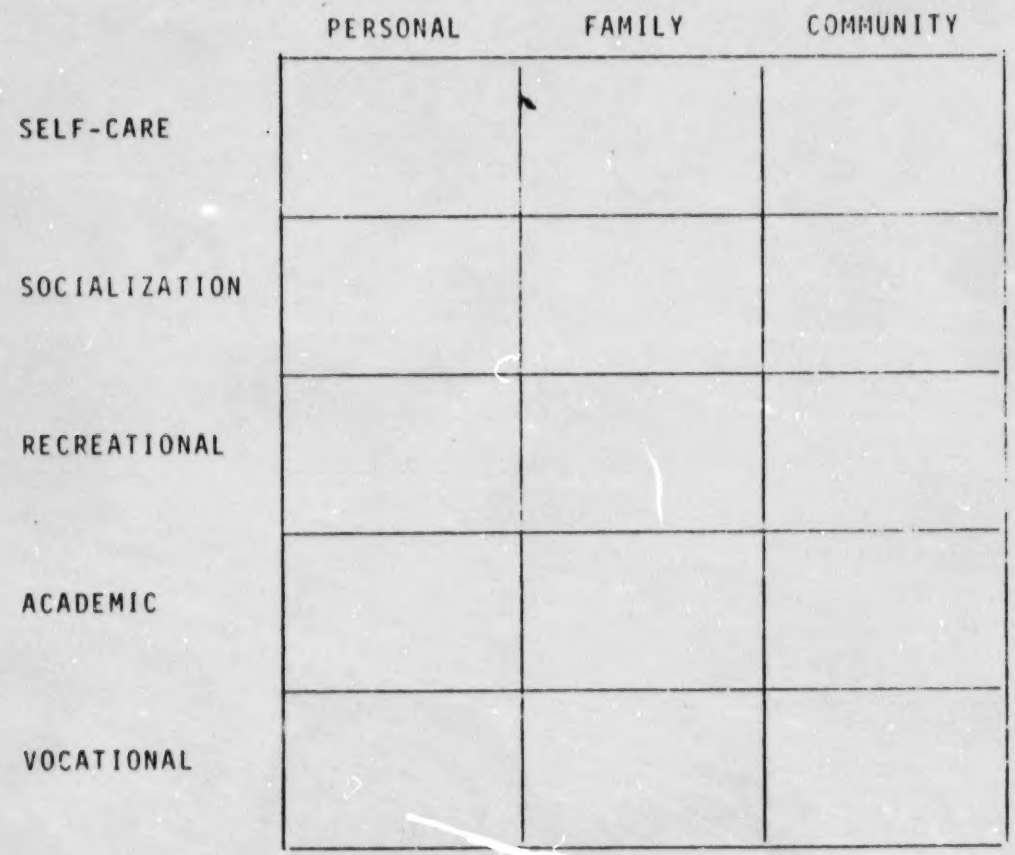


FIGURE 1

DEVELOPMENTAL AREAS



GOAL

DEVELOPMENTAL ACTUALIZATION

TECHNOLOGY

DEVELOPMENTAL EDUCATION

CONCEPT for HUMAN DEVELOPMENT -- 6705 Rhode Island Ave., College Park, Md.

FIGURE 2

DEVELOPMENTAL AREAS

GOAL

DEVELOPMENTAL ACTUALIZATION

	PERSONAL	FAMILY	COMMUNITY
SELF-CARE	Tooth Brushing		
SOCIALIZATION		Loving	
RECREATIONAL		Knitting	
ACADEMIC			
VOCATIONAL			

TECHNOLOGY

DEVELOPMENTAL EDUCATION

FIGURE 3

III. CONCLUSIÓNS OF CONFERENCES

III. CONCLUSIONS OF CONFERENCES

Each one-day conference was hosted by Ms. Meryl Manning. The activities began with an introduction of all co-facilitators. This included the principal speakers, the demonstrators and the small group facilitators.

Ms. Manning then gave an overview of a tri-part learning model; a model used by adult educators that applies to all learners. The parts of this learning model are:

1. Knowing what can be done and how to do it for career education of severely retarded persons;

2. Having the feelings and attitudes necessary to want to change or bring about change in career education for severely retarded persons; and,

3. Having the skills necessary to improve career education for severely retarded persons.

The conference rooms were arranged in a series of round tables which seated ten people. As participants arrived, they were assigned a table. Each table had two group facilitators. The facilitators at each table were either an employee from a sheltered work orientated rehabilitation facility or a consumer of career education services for the retarded. These facilitators represented the views of mentally retarded persons. The mentally retarded adults who served as group facilitators added credibility and realism to each conference, and they asked very pointed questions about the future of career education for the mentally retarded. They shared their feelings and attitudes with the participants as well as taking part in all of the program actities and serving as learner subjects in the afternoon demonstration.

The morning program continuted with principal addresses by Dr. Stanley Sellars, Mr. Roy (Chip) Beziat and Dr. Denis Stoddard. (See Part II for samples of those addresses.) Dr. Sellars' address included a total group exercise about developmentalism. This gave participants an insight into the concepts of career education and how those ideas are similar for <u>all</u> people.

Ms. Debbie Gibson and Ms. Jill Mirman from the National Children's Center then presented the film "Try Another Way" which is based upon the work of Dr. Marc Gold. The film demonstrates the method of training severely mentally retarded people developed by Dr. Gold. The most outstanding feature is the way the film portrays the age old philosophy: "if the student hasn't learned, the teacher hasn't taught."

Dr. Gold has borrowed from many schools of thought and combined many theories and practices into a concept he calls "task analysis". None of his material is new; his contribution is however, in the fresh way he has combined those ideas. Dr. Gold stresses the worth and dignity of each person and that

the problem of training the mentally retarded is a reflection of societies' inability to deal with their learning problem. Dr. Gold's philosophy and his use of advanced technology can do much to improve career education for the mentally retarded.

The second part of the afternoon involved the use of mentally retarded co-facilitators as learners in a demonstration of Dr. Gold's technique. This was dynamic proof of this method of training as the learners had never been exposed to the training technique before.

Dr. Gold's research has shown that retarded people learn and remember as well as non-retarded people. The difference in learning of these two groups of people is the amount of training time and the techniques used. Dr. Gold has challenged most traditional methods and has shown that we cannot rely on what has been done. We need to continue our research and develop our philosophy and technology for improving the quality of life for mentally retarded citizens.

The participants were given a chance to personally experience Dr. Gold's technique of training. A participant was blindfolded to role play a disabled client. Another participant, then, had to teach his blindfolded partner to assemble ball point pens without any verbal instructions.

As each participant either practiced learning how to assemble ball point pens while blindfolded and without sound, or taught the same task to a blindfolded person without sound, they were able to experience the technique first hand. This was also an exercise to become more aware of the problems sensory-deprived people must deal with.

The conference allowed time throughout the day for questions and answers. Each principal speaker fielded questions after their respective addresses. A discussion followed the film "Try Another Way". The conference concluded with a formal question and answer section. Many topics of concern were mentioned including: funding, how to organize a work orientated rehabilitation facility, labor relations, substitutes, where to get training for training the retarded, how to learn more about Dr. Gold's technique and contract procurement.

The activities of the conference met the criteria of the tri-part model. The principal addresses were inspiring, challenging and gave information on what can be done for severely mentally retarded and career education. Exposure and interaction with mentally retarded was a key element in molding feelings and attitudes about career education and the severely mentally retarded. The role play by participants also heightened their feelings of dealing with a disability that makes a person atypical. Dr. Gold's training approach gave the participants a definite technique that can, with practice, become a skill in providing career education for the severely mentally retarded.

SUMMARY OF DISSEMINATION ACTIVITIES

This project was fortunate to produce three products which were, and continue to be, disseminated to a large audience of individuals and organizations. Copies of the Conference Proceedings were distributed to local career educators in each county of Maryland and Baltimore City. These Proceedings will enable readers to retain the content of each conference presentation for future reference and use.

The monograph was slated for a 1,000 copy run. The Center printed an additional 1,500 copies at its own expense to increase the dissemination effort. Copies have been provided to state career education officers, vocational educators, special educators, developmental disabilities professionals, and vocational rehabilitation personnel on a national basis. The monograph has been listed with several national clearing houses including ERIC, NARIC, and the Rehabilitation Counselor Information Clearing house at the University of Oklahoma.

The final report has been listed with ERIC, NARIC, and the Oklahoma Clearing house as well.

Dissemination activities also included appearances on radio and television talk shows as mentioned in the Evaluator's Report (page nine).

The Center of Rehabilitation and Manpower Services is pleased with the response to its dissemination efforts with letters and phone calls coming each week from across the country requesting additional monograph copies, conference proceedings, or discussion of career education strategies for severely disabled people.